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ABSTRACT

This manual provides background information about the Senior Citizen School Volunteer Program (SCSVP) and describes the program model that has been developed and implemented by the staff of Generations Together in more than 75 schools. The SCSVP develops intergenerational programs by involving older people as volunteers in elementary and secondary schools. It was initiated in 1978, and by 1986 was in place in more than 25 school districts. Those who volunteer are aged 55 and older, and come from diverse socioeconomic, racial, and economic backgrounds. As volunteers they participate for at least one half day a week, reinforcing students' skills, sharing their own interests and talents, and helping students achieve academic and social growth. This manual describes how to operate the SCSVP program, describing its background, implementation, maintenance, and evaluation. An appendix describes role play activities and contains workshop handouts and evaluation forms for participant feedback. (Contains 10 charts, 4 graphics, and 26 references.) (SLD)

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Senior Citizen School Volunteer Program

A Manual for Program Implementation

GENERATIONS TOGETHER

Cynthia Kramer
Sally Newman

Senior Citizen School Volunteer Program:

A Manual for Program Implementation

by Cynthia Kramer, M.Ed. and
Sally Newman, Ph.D.

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Generations Together, a program of the University of Pittsburgh Center for Social and Urban Research, was established to promote mutually beneficial interactions between youth and older people. Generations Together develops innovative intergenerational programs; researches the impact of these programs on the participants; and provides technical assistance to other local, regional and national organizations.

Generations Together
811 William Pitt Union
University of Pittsburgh
Pittsburgh, PA 15260
(412) 624-5470

Dr. Sally Newman, *Executive Director*

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PREFACE

Since the 1970's, there has been a growing interest in developing intergenerational programs in schools, especially through the involvement of older volunteers. Schools throughout the country have recognized the benefits that may be realized by bringing older and younger people together to share activities and time in a school setting. The Senior Citizen School Volunteer Program of Generations Together is one of the many programs in a national network of intergenerational programs.

This manual provides background information about the Senior Citizen School Volunteer Program and describes the program model that has been developed and implemented by the staff of Generations Together in more than 75 schools. It has been written as part of a commitment to share our resources and experiences with a wider school audience interested in developing similar programs. As a guide, it will enable schools to implement an older volunteer program by adapting the procedures detailed in this manual to individual school needs and interests.

We wish you good luck with your program implementation efforts and would appreciate hearing about any programs that are established as a result of using this manual.

Cynthia Kramer, M. Ed., *Program Coordinator*
Senior Citizen School Volunteer Program

Sally Newman, Ph.D., *Executive Director*
Generations Together

January 1986

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BACKGROUND

INTRODUCTION

As society has changed, families and communities have become increasingly age segregated in their living patterns and activities; there is a decrease in interaction between the younger and older generations. This reduced contact has contributed to the younger generation's lack of a link with the past and the older generation's lack of a connection with the future. As a result, misleading myths and stereotypes about youth and aging have developed. Intergenerational programs in schools offer a positive approach to responding to these societal circumstances by providing more opportunities for exchange between the generations.

Since the early 1960's the introduction of volunteers in schools has been accepted for kindergarten through the twelfth grade educational systems within the United States. Traditionally these volunteers have represented the parent generation. Rarely were older persons a part of these programs. Historically the role of the elderly was an integrated part of the structure of the family. The Senior Citizen School Volunteer Program is a modern extension of this historic role.

Through intergenerational programs like the Senior Citizen School Volunteer Program, senior citizens, students and teachers are unified in a school setting. Old and young develop greater understanding and appreciation of each other. Meaningful roles in society are provided for older persons and the academic, social and emotional growth are enhanced for the younger generation.

PROGRAM OVERVIEW

PURPOSE

The overall purpose of the Senior Citizen School Volunteer Program (SCSVP) is to develop intergenerational programs by involving older people as volunteers in classrooms in elementary and secondary schools. The SCSVP is one of several programs of Generations Together. Generations Together, a part of the University of Pittsburgh Center for Social and Urban Research, was established to develop and research intergenerational programs which provide opportunities for interaction between young people and older adults. The experience and information gained from the development of these programs and the results of the research are disseminated at the local, state and national level in a variety of ways.

HISTORY

The SCSVP was initiated in 1978 as an outgrowth of an intergenerational program developed in a small private school in Pittsburgh. A grant from a local foundation was received to design a model for the systematic development of an older volunteer program in five public schools. Since its inception, additional funds, mainly from local corporations, foundations and school systems, have enabled the SCSVP to expand the program and facilitate the establishment of older volunteer programs in many schools. Since 1978, the SCSVP has been implemented in more than 75 schools representing over 25 school districts primarily in Western Pennsylvania. In 1980, the SCSVP was validated by the Pennsylvania Department of Education as an exemplary program and recommended for adoption by school districts in the Commonwealth of Pennsylvania. SCSVP has received national awards from the National School Volunteer Program for recognition of its quality work in developing intergenerational school programs.

PROGRAM ACTIVITIES

The SCSVP model includes the following sequence of activities which is designed to develop an effective intergenerational program: approval by school district, recruitment of teachers and volunteers, orientation, training, placement, program maintenance and program evaluation.

Older people who volunteer in the program are age 55 and older. They come from diverse socio-economic, racial and economic backgrounds. As volunteers, they participate for a minimum of one-half day per week in a variety of kindergarten through twelfth grade classrooms including those for students with special needs. In their roles as tutors, helpers, listeners, career models, oral historians, special resource people, artists and craftspersons, they provide additional support and enrichment. Volunteers reinforce students' basic skills; share life-long interests, talents and experiences; and help students to achieve academic and social growth. The contact and exchange which occurs between the students and volunteers contribute to greater understanding and appreciation between the younger and older generations.

GOALS

The goals of the Senior Citizen School Volunteer Program reflect the values generally inherent in intergenerational programs. It was established to bring about constructive exchange between the young and the old and to promote students' growth, learning, and understanding through shared experiences. The Senior Citizen School Volunteer Program has the following goals:

- To expand opportunities for intergenerational exchange
- To provide opportunities for older persons to become directly involved in promoting aging awareness among students
- To utilize the experiences and skills of older persons
- To involve senior citizens as partners in the education of students
- To enhance the growth and learning of students
- To stimulate mutual interest and support among the school, students and people from the community
- To strengthen the link between the school and the community.

BENEFITS

The development of the Senior Citizen School Volunteer Program has resulted in benefits for the school and the community. Students, teachers, administrators, senior citizens and other members of the community, gain by developing an awareness and understanding of each other, and profit from an exchange of services and experiences. Below is a list of some of the benefits for these groups.

STUDENTS

- Receive personal and individualized attention.
- Improve academic skills and enhance social skills.
- Acquire a positive attitude toward older people and understanding of the aging process.
- See older persons in positive role models.
- Develop a sense of history and cultural heritage.
- Gain an understanding of the continuity of life.
- Develop meaningful relationships with older people.
- Improve motivation for learning.
- Grow in positive self-concept.

TEACHERS

- Gain access to experiences and resources that enhance teacher effectiveness and enrich the curriculum.
- Acquire new friendships and participate in intergenerational experiences.
- Receive assistance to improve student achievement and attitude.
- Develop a greater understanding of older people and the aging process.
- Receive additional insight into students' behavior and needs.
- Gain more time for planning and curriculum development.
- Receive assistance with non-teaching tasks.

VOLUNTEERS

- Gain a feeling of self worth and accomplishment.
- Have an opportunity to share their skills and expertise.
- Establish new friendships with students, teachers and volunteers.
- Become more familiar with the educational system.
- Gain new experiences and knowledge.
- Increase satisfaction with life.
- Receive recognition for their contributions to the school.

ADMINISTRATORS

- Improve the quality of life in the classroom.
- Develop greater communication between the school and the community.
- Improve the public image of younger people and community attitude toward the educational system.
- Utilize the vast untapped skills and experiences of the community's elders to enhance educational effectiveness.

COMMON CONCERNS OF TEACHERS AND OLDER PERSONS

The following questions and comments reflect typical concerns that have been expressed by teachers and older persons about becoming involved in the Senior Citizen School Volunteer Program (SCSVP). Keep these in mind when talking with older persons and teachers and consider the suggestions indicated.

In general, maintain open communication with the people you meet while recruiting so that they feel free to raise concerns. Discussing concerns often helps to make the concerns less of a barrier to participating in the program. If people feel comfortable asking questions and voicing concerns, they are more likely to become involved.

TEACHERS

Most teachers who are presented with the opportunity to participate in the SCSVP are interested and supportive. However, when the program is being introduced to a school, teachers usually raise questions and concerns which need to be addressed before the program begins.

"Will the volunteers be dependable?"

Participating teachers have reported that older volunteers have demonstrated a stong commitment to their volunteer work.

"Will the volunteer possess adequate and appropriate skills and interests?"

Recruitment activities should highlight the particular volunteer qualities and skills needed. Orientation and training workshops help to provide teachers with an opportunity to become aware of the styles and backgrounds of the volunteers so that compatible classroom placements are made.

"I don't have time to train volunteers."

Initial orientation and training workshops are provided by the program coordinator to familiarize the volunteers with the school policies and procedures. Follow-up meetings are held to lend support to the volunteers and to increase their effectiveness in the classroom. Although at first it does take some additional teacher time to work with a volunteer, the benefits which result make the initial efforts worthwhile.

"Why do older people want to volunteer in a school?"

In general, older people volunteer because they like young people and want to do something productive. Discuss with the teachers the common motivations of volunteers who become involved in a school volunteer program.

"The volunteers may not understand my style of discipline or my approach to teaching and therefore become judgmental."

Although initially a lack of understanding may exist, teachers will share information during the orientation and training workshop sessions that will help volunteers become familiar with their discipline procedure and teaching approaches. Through the combined orientation and training workshops, volunteers and teachers will be matched based on compatible personal styles.

"Will the volunteer respect the confidentiality of the students and the classroom ?"

The importance of confidentiality is stressed during the orientation and training workshops. Past experiences with volunteer programs have shown that volunteers overwhelmingly respect the need for confidentiality. A special bond appears to develop between the volunteers and the school. They often become advocates for the teachers and students and demonstrate a sensitivity to what information is appropriate for public discussion.

"Will older people be physically able to work in a school setting?"

Older people decide to volunteer based upon their knowledge of what they may be doing in the school. A physical limitation such as a hearing impairment or inability to climb steps can be accommodated by an appropriate classroom placement and planning. For the most part, older people who become involved are healthy and active.

"Will my aide feel threatened by the volunteers' presence?"

Older volunteers have worked in classrooms with aides. In most cases, the aides have welcomed the volunteers and helped them to become comfortable in the classroom. There are rare instances when aides have had a negative reaction to the volunteers. It is imperative to discuss the program with the aides before it begins so that they are aware of its purpose and realize it is not intended to replace them. Try to resolve any concerns before involving volunteers. Postpone the initiation of the program if there appears to be major concerns which would inhibit the development of a successful program. Clarify similarities and differences between the volunteer and aide roles so that everyone understands the roles and is comfortable with them.

"How will the older volunteers relate to the students? Some older people are too critical of young people today."

The older people who volunteer do so because they like younger people. They want to be in touch with today's youth and tend to be accepting and willing to learn. Teachers can provide suggestions for appropriate ways to respond to students and help the volunteers understand student behavior.

"I'm concerned that my students might be disrespectful to the older volunteers or act inappropriately when they are there."

Overwhelmingly teachers have reported that students enjoy having the volunteers in the classroom and desire to work with them. On a questionnaire given by the SCSVP, the large majority of the teachers said the students reacted positively to the volunteers. Often times students demonstrate better behavior and greater interest in their school work when the volunteers are present.

"If the volunteers work in special education, they may be too emotional with the students. They may pity them. This would not be helpful to the students."

Volunteers are often attracted to volunteering with special education because of an emotional appeal and sincere concern for the students. With guidance provided by the teachers, they can be helpful in the classroom and come to recognize the greater importance of helping the students to increase their independence rather than pitying them.

"Suppose the older volunteer program doesn't work out as I expected."

Teachers are asked to share any concerns or difficulties as they arise so that changes can be made when necessary. If it appears that a problem is due to an inappropriate placement, the volunteer may be placed in another classroom. If possible, a more appropriate volunteer will be placed with the teacher. Ultimately, if the program does not meet the teacher's needs or expectations, the teacher may withdraw from the program. If a volunteer is found to be ineffective after a variety of options have been tried, the volunteer is asked to leave the program and given a gentle, sensitive explanation for this request. In reality, this situation is an extreme rarity.

OLDER PERSONS

In addition to presenting all of the positive reasons for becoming a school volunteer, it is important to be sensitive to some concerns and reluctance which may inhibit the participation of some older people. The following statements and questions represent typical volunteer concerns and possible responses.

"I am too old to volunteer."

This comment gives an opportunity to reassure older persons that mature age is an advantage and the principal reason for involving older volunteers in schools. The nature of their experience makes a positive contribution to an intergenerational program. Whereas it is important that older people feel they are mobile and well enough to make a weekly volunteer commitment, it is necessary to refute any concerns they may have about being too old to volunteer. Stress the mutual benefits of an intergenerational program to students and volunteers. Inquire about possible concerns which may be stereotypically associated with age, e.g., physical limitations, and explore possible volunteer role options and supports to overcome them.

"I've never had any teaching experience."

Older people need to know that the school values their life experience and recognizes its relevance to the students' overall development. While some volunteers may have very specific skills, interests and experiences to share, others will bring qualities such as warmth, patience and interest in young people as their most valuable attributes. Some of the teachers' requests, such as a high school chemistry or Spanish teacher, may require specific volunteer backgrounds. Try to provide a variety of volunteer roles so that people of diverse backgrounds can become involved. Also indicate that orientation and training will be offered and continual guidance from the teacher will be available.

"Schools are very different today than when I went to school."

Encourage the older people to get involved in schools so that they can experience them from the inside. Many more positive things are happening in schools today than people expect. As society changes, so do the needs and interests of students and the philosophy and curriculum of the schools. When older people become involved in the schools, they are most often pleasantly surprised at what they find and become strong advocates for teachers and public education.

"I don't want to take another person's job. Do the teachers want us?"

Explain that the program is to provide additional support and is not to be perceived as a threat to someone's position. The intergenerational thrust of the program reinforces this point because it is only the older volunteer who can help to achieve the intergenerational goal of the program. Indicate the teachers' interest in the program and that they too have volunteered to participate.

"I don't have transportation to the school."

If the school has made arrangements to provide volunteer transportation, e.g., school buses or parent car pools, suggest these options. If there is no immediate solution to this problem, try to arrange for the person to attend Open House at the school at which time they may meet another volunteer who may offer them a ride. Explore other options such as public transportation, teachers or community vans.

"Young people today are disrespectful and don't appreciate what they have."

While it's true that friction does exist in society between some older and some younger people, older people find that when they volunteer, a rapport develops between them and the students. In fact, teachers often say the students demonstrate their best behavior when the volunteers are present. Volunteering with young people gives older people a chance to find out more about the younger generation. They usually conclude that young people's needs and desires today are no different than those in previous years, but that they may be expressed in different ways.

"Will the teacher leave me alone with the class?"

No! The teachers are asked to provide continual support to the volunteers and not to leave them alone with the entire class. There may be a time where the volunteer works with an individual or small group of students out of the classroom. This would occur only if the volunteer is comfortable with this arrangement.

"I don't drive (or walk) in inclement weather."

Teachers are very understanding if a volunteer cannot make it to school during difficult weather. The volunteers would never be expected to volunteer on days when the weather is a concern to them.

"I'm already involved in too many other things."

Older people are often involved in a variety of personal and community activities. Frequently the people who decide to volunteer are already busy people. Suggest that a person come to an Open House at the school before excluding him/herself from the program. The program may involve less time than the person thought. If someone is interested but has limited time, demonstrate the program's flexibility by its ability to adapt to the volunteer's schedule. Sometimes, limited time is the initial concern expressed, but other concerns or questions may be the underlying, bigger inhibitors.

"What if I plan to take a vacation during the time I have offered to volunteer?"

The program should be flexible enough to adjust to the personal needs and desires of the volunteers such as a vacation. Let the volunteers know that the teachers will understand if they will have to miss one or more of the days they regularly volunteer. Most important, the volunteer should inform the teacher of the vacation schedule ahead of time so that alternative plans can be prepared for the days the volunteer is usually in the classroom. While the students will miss the interaction with the volunteer, the sharing of vacation experiences can be a positive learning exchange between the volunteer and students when she/he resumes volunteering. If a potential volunteer will be on vacation for an extended time, for example, through the winter months, confirm this schedule with the teacher before a placement is made to assure that it is compatible with the classroom needs.

"Is there liability insurance if I should get hurt while volunteering or break a piece of equipment?"

Inform potential volunteers of the type of liability coverage offered by the school district in case of a personal injury or if school property is damaged accidentally while being used.

"Too many students today can't read, write or spell."

When volunteers are in the schools, they find that some of their previous impressions about students' academic skills are not true for many students. However, some students are learning at a slower rate than others and some do not possess adequate basic skills. One of the purposes of the volunteer program is to encourage the community to become involved in the school. By providing additional support to students who need tutoring and remedial work, volunteers can help to improve students' academic learning.

"How will the students react to me?"

Teachers and volunteers report that students are very enthusiastic about the presence of the volunteers in the classrooms. This attitude of the students is confirmed by the way they welcome the volunteers and request to work with them. When the volunteers are unable to come to school on scheduled volunteer days, the students often ask about them and miss them.

"What if I find that the program isn't what I expected?"

Every effort will be made to help older people feel welcome in the school and prepared for their volunteer role. If a volunteer is not satisfied with a particular classroom placement, a change may be made. If, after an opportunity for change has been given and a discussion of any concerns has taken place, a volunteer still feels that the program is not what she/he expected or desired, then the volunteer may choose to discontinue participation.

ROLES AND RESPONSIBILITIES

ROLE OF GENERATIONS TOGETHER

The staff of Generations Together (GT) provides consultation to school district personnel on various aspects of intergenerational program development. In most of the school districts where the Senior Citizen School Volunteer Program (SCSVP) has been implemented, the GT staff's active involvement has been integral to the establishment of a program. The type and degree of involvement of GT staff in developing a program in a school district varies depending on the geographic proximity of the school district to the SCSVP office and the availability of school district personnel and resources to facilitate program implementation.

The GT staff work as a team consisting of a program coordinator and a senior citizen resource person. The program coordinator disseminates information about the SCSVP, initiates contact with school districts, manages the expansion of SCSVP to additional school districts and is directly involved in the implementation of program activities. The senior citizen resource person assists with the implementation activities and provides support to the volunteers and guidance to the volunteer liaison at the schools.

The following is a description of options for three levels of involvement of the GT staff in the development of the SCSVP in a school district.

Awareness Level

- Presentations and literature on the rationale for and impact of intergenerational programming in schools
- Presentations and literature about the history of intergenerational school programs in the United States and descriptions of successful intergenerational programs
- Presentations and materials about the history, goals, implementation procedures and impact of the Generations Together SCSVP

Consultation Level

- Training of school district staff to assume responsibility for initiating, maintaining and expanding the school district's intergenerational program.

Implementation Level

- Collaboration with school district staff in the development and implementation of overall program strategies
- Development and implementation of volunteer recruitment strategies
- Design and facilitation of orientation and training workshops and follow-up activities for volunteers and teachers
- Development and dissemination of program evaluation

ROLE OF THE SCHOOL DISTRICT

In order to develop a quality program that will be maintained within the school district, adequate time and resources need to be committed to it. The superintendent and other key central administrators, e.g., elementary and secondary supervisors or assistant superintendents are usually involved in the initial introduction of the program to the school district. One of these persons serves as a district level contact for approval of program requests and provides general district support for the program. A key person is a program coordinator who will take primary responsibility for implementing the program in the school district. The position of program coordinator may be the responsibility of an existing or new district coordinator of volunteers, a teacher in an individual school or any other appropriate administrator. The principal and school liaison at each school work closely with the program coordinator to implement and maintain the program. The school liaison is a staff member who is interested in and able to assist with the program implementation and maintenance process within the school. The volunteer liaison is a school volunteer who offers to collaborate with the school liaison in a variety of ways to support the program.

The following description explains the role of the school and community persons who are typically involved in replicating the SCSVP in a school district. In defining all of the roles, it is assumed that the school district will be implementing the program independently of Generations Together. The overall success of the SCSVP lies in the collective effectiveness of these persons.

Central Administrators

- Generate school district interest in and support for the volunteer program.
- Secure approval for development of the program and related budget items.
- Select school(s) to participate.
- Designate a program coordinator.
- Inform the program coordinator of any program related interests, concerns or constraints of the school district.
- Develop school district policies and guidelines for the volunteer program.
- Provide adequate liability insurance for volunteers and the school district.
- Determine health requirements for volunteers, e.g., TB screening.
- Contact teacher and teacher aide unions about the program.
- Explore transportation arrangements for volunteers, e.g., school buses, parent volunteers.
- Collaborate on the development of a program time line.
- Assist in recruitment of volunteers and teachers, e.g., teacher survey, district publication, general publicity.
- Approve teacher release time for orientation and training workshops.
- Approve teacher release time for follow-up meetings and workshops.
- Recognize in some way the extra time given by the school liaison to help maintain the program.
- Provide administrative time for planning and evaluation meetings, telephone calls and correspondence.

Program Coordinator

- Coordinates and facilitates the volunteer program for the school district.
- Coordinates the implementation of the program, including recruitment, orientation, training, placement, maintenance, and recognition.
- Works closely with the principal, school liaison and volunteer liaison.
- Provides leadership and guidance to program participants.
- Participates in decision making and problem solving related to program development.
- Organizes a community advisory committee.
- Keeps records of program activities.

Principal

- Generates school interest in and support for the volunteer program.
- Fosters a positive attitude among the staff toward the volunteer program.
- Demonstrates commitment to the volunteer program.
- Assesses teacher interest in participating in the volunteer program.
- Arranges for teachers to be released from their classrooms in order to participate in meetings and workshops.
- Helps to plan an effective volunteer program which can become well integrated into the school.
- Assists in the recruitment and placement of volunteers.
- Helps to arrange space and to provide refreshments and supplies for program related activities.
- Welcomes the volunteers and provides them with school district information on policies and procedures.
- Helps to resolve problems if they arise.
- Maintains communication with the program coordinator and school liaison regarding the implementation and impact of the program.
- Keeps the parents and community informed about the development and impact of the program.
- Collaborates in planning recognition of the volunteers.

Teachers

- Provide meaningful, challenging tasks for volunteers.
- Promote a warm, friendly environment for the volunteer.
- Utilize the volunteers' skills and background appropriately.
- Include the volunteers in school events.
- Expand the volunteers' role by providing further training.
- Maintain awareness of the volunteers' personal needs.
- Provide ongoing feedback to volunteers and recognize their contributions.
- Recommend ways to improve the program.

Volunteers

- Volunteer for a minimum of 1/2 day per week on a regular basis.
- Respect the school rules, policies and regulations.
- Work cooperatively with the school administrators, teachers and staff.
- Show courtesy to students and others in the school.
- Follow the directions from the teacher.
- Offer suggestions for classroom activities.
- Share skills and experiences with teachers and students.
- Share insights about students with teachers.
- Recommend ways to improve the program.

School Liaison

- Prepares, distributes and updates the volunteer schedule.
- Notifies volunteers and teachers of meetings and workshops.
- Helps identify appropriate placement of volunteers.
- Establishes a volunteer sign-in procedure.
- Checks periodically with teachers about questions or concerns that they may have regarding the program.
- Works with the volunteer liaison to keep in touch with the volunteers.
- Reminds teachers to keep their volunteers informed of school information, e.g., calendar changes, special programs.
- Collaborates with the principal and program coordinator about program management and progress.
- Supports the on-going recruitment of volunteers.
- Orients new teachers and volunteers.
- Assists in planning and conducting meetings and workshops.
- Initiates ideas for special events e.g., Grandparents Day, Volunteer Day, Ethnic Day, Hobby Day.
- Collaborates on plans for volunteer recognition.

Volunteer Liaison

- Assists in contacting the volunteers at the beginning of each school year.
- Helps with additional recruitment.
- Participates in the orientation of new volunteers.
- Assists with planning meetings and workshops.
- Notifies the volunteers of meetings and workshops.
- Aids in planning special events.
- Helps to plan volunteer recognition.
- Communicates regularly with volunteers about the program.
- Keeps in touch with the school liaison.

Parents

- Generate parent interest in and support for the volunteer program.
- Assist with recruitment of volunteers, e.g., presentation at parent group meeting, article in parent newsletter.
- Encourage parents to assist with volunteer transportation.
- Provide refreshments for program activities.

Community Advisory Committee

- Generates community interest in and support for the volunteer program.
- Provides input for overall program development.
- Assists with recruitment of volunteers.

- ☐ Background
- ☑ Implementation
- ☐ Maintenance
- ☐ Evaluation
- ☐ Appendix

IMPLEMENTATION

INTRODUCTION

The Senior Citizen School Volunteer Program has been implemented in a variety of school settings through a systematic sequence of activities, The specific details for implementing the program are described in the next pages. The following graphic summarizes the main activities of the implementation process.

Summary of Implementation

APPROVAL OF THE PROGRAM

DISCUSSION

Anyone involved in the school system, i.e., administrator, teacher, parent, counselor or community representative, may initiate the idea of developing an older volunteer program. The procedure for approval of a new program varies from school system to school system. The Senior Citizen School Volunteer Program (SCSVP) suggests that the superintendent and the school board endorse the program. This endorsement will help to generate additional administrative support for the program, recruit teachers and volunteers, approve the allocation of funds and staff time for the program, resolve problems and ensure the program's continuation. District level support is recommended even when the SCSVP is implemented on a small scale at one school and formal approval is not required. In all cases, the principal's commitment is essential if the program is to succeed.

In order to secure support for the program, presentations may be made to the superintendent, central administrators, school board, teachers, parent groups, union representatives and community leaders. These presentations will help to develop community and school district awareness and understanding of the program's rationale, goals, objectives and benefits. A discussion of any concerns or suggestions will help facilitate the development of a program that is responsive to the needs and interests of the school system. As a result of meeting with decision makers and participants in the school system, the school district's readiness to begin an older volunteer program is determined. At the same time as there is an endorsement of the program, a financial commitment needs to be made.

FINANCIAL CONSIDERATIONS

The following lists identify possible expenses and possible sources of funds.

POSSIBLE EXPENSES

- Fee for program consultants
- Personnel: administrative and secretarial time (usually incorporated into existing job responsibilities)
  program coordinator (role assigned to an existing or new staff member)
  school liaison stipend
- Postage
- Printing of workshop materials
- Publicity: audio-visual aids, e.g., slide show, printing of posters and brochures
- Recognition event
- Refreshments for program activities
- School lunches for the volunteers
- Substitute Teachers: to enable the teachers to participate in the workshops
- Volunteer liability insurance
- Volunteer transportation

POSSIBLE SOURCES OF FUNDS

- Civic groups
- Fund raising events
- Individual donations
- Local corporations
- Parent groups
- School district current budget
- Special project funds from foundations or government agencies

Once the program is approved, implementation procedures begin.

RECRUITMENT OF TEACHERS

DISCUSSION

Teacher endorsement and active participation is at the core of success of this program. Once approval has been given to develop an older volunteer program, contact is made with the teachers to familiarize them with the goals and the implementation procedures of the program and to identify potential teacher participants. Typically, teachers are recruited before volunteer recruitment begins. All school staff should be informed of the program so that when volunteers arrive at the school, the staff will know who they are and make them feel welcome.

It is essential that teachers choose to work with volunteers. Each participating teacher should express a need for and an interest in utilizing the support of an older volunteer in the classroom. Volunteers appreciate working with teachers who have requested them and who are able to provide them with meaningful and productive activities. While many teachers usually sign up to participate, some teachers may want to wait to see how the program develops during the first year before they become involved. If there have been any previous unsatisfactory experiences with other volunteer models, some teachers may need to develop confidence in this new intergenerational model.

TYPICAL MOTIVATIONS OF TEACHERS

Teachers choose to participate in the Senior Citizen School Volunteer Program for a variety of reasons. The following list describes the typical motivations of teachers.

- Teachers want to offer additional academic and social support to the students.
- Teachers are interested in enriching the curriculum by using volunteers' experiences and skills.
- Teachers would like more time for planning and curriculum development.
- Teachers appreciate assistance with non-teaching tasks.
- Teachers can gain further insight into students' behavior.
- Teachers want to give students the opportunity to develop meaningful relationships with other adults.
- Teachers want to provide intergenerational experiences for the students.
- Teachers desire greater personal intergenerational contact.
- Teachers want to expand community awareness of and involvement in the school.

PROCEDURE

A brief presentation for the teachers is scheduled with the principal. The presentation may be given at a regularly scheduled meeting or a special meeting about the program may be held. The principal informs the teachers of the date and time of the presentation. All school staff, e.g., counselors and secretaries, are invited to attend the presentation so that everyone in the school is aware of the new program.

To plan an effective presentation for teachers, prepare, order or duplicate the following materials to present to the teachers:

- Agenda for the presentation
- Program brochure
- Audio-visual aid such as a slide show about older volunteers in schools
- Handout or transparency of research data from similar programs
- Handout or transparency which describes the program's implementation sequence.

Chart 1

PROCEDURE FOR TEACHER RECRUITMENT

Goal: To recruit teachers who recognize the potential benefits of an intergenerational program to the classroom, the school and the community and are willing to participate in the implementation of the program.

Total Time: 30-45 minute presentation

Overall Objectives	Sequence of Activities	Materials and Equipment	Participants	Facilitators
To develop teacher awareness of the program's rationale, goals and projected outcomes	Select a date and time for presenting the program to the teachers and other school staff		Teachers Teacher Aides Other School Staff	Program Coordinator Principal
To motivate teachers to volunteer to participate in the program To define the roles of the program coordinator, teachers and volunteers	Prepare an agenda for the presentation Notify the teachers and other school staff of the date and time of the presentation	annotated agenda (see page)		
To assess the number of teachers interested in participating in the program To answer teacher questions about the program	Present the program Identify interested teachers.	program brochure, audio-visual materials, slide projector, cassette player, extension cord, screen. sign-up sheet		

ANNOTATED AGENDA FOR TEACHER PRESENTATION

1. **Rationale and Goals for the Older Volunteer Program**
   Highlight the following reasons for initiating the program: greater intergenerational exchange, utilization of the experiences and skills of older persons to enrich the classroom, increased support to students and strengthening of the link between the school and community.

2. **Summary of School District Approval of the Older Volunteer Program**
   Review the history of the introduction of the program to the school, the approval process and support given by groups such as the school board and administrators.

3. **Description of the Volunteer Role**
   Explain the role of the volunteers. Include the following points: volunteers are requested to participate a minimun of one-half day per week to assist primarily individual and small groups of students; they can work with a variety of grades and subject areas; they also share special resources and personal experiences with the teachers and the students.

4. **Description of the Teacher Role in the Program**
   Emphasize that the teachers choose to participate in the program. The teachers are responsible for planning and directing the volunteer activities. Volunteers may collaborate with the teachers or arrange to plan something on their own. Continual support and guidance are provided for the volunteers by the teachers.

5. **Presentation of a Slide Show**
   If possible, present a slide show describing an existing older volunteer program. These shows can be borrowed, rented or purchased from a national organization or an individual program. Audio-visuals help to explain the program and motivate participation.

6. **Review of the Benefits of the Program**
   Review the following benefits of the program.

   Students: receive additional support and attention; demonstrate growth; develop a more positive view of older persons and aging; develop special friendships with volunteers.

   Teachers: receive additional nonjudgmental support in the classroom; enrich the curriculum; acquire additional insights into students' needs; develop special friendships with the volunteers; improve the quality of life in the classroom.

   Volunteers: gain an opportunity to utilize their experiences and skills; feel productive as a school volunteer; experience improved feelings of self-worth; become more familiar with contemporary schools and special education.

   School and Community: develop greater communication and understanding between the school and community; develop a positive public image of young people; improve public attitude toward the educational system; utilize vast untapped skills and experiences of the community's elders to enhance educational effectiveness.

7. **Summary of the Implementation Sequence**
   Provide an overview of the main steps of the implementation sequence; recruitment of teachers and volunteers, orientation and training, volunteer placement, follow-up, evaluation and recognition. Describe the roles and responsibilities of those people who will be implementing the various steps. Indicate that the goal for volunteer recruitment will be to obtain enough volunteer time to meet the teachers' requests. Even if inadequate volunteer time is available after the recruitment period, the program will begin, and volunteer recruitment will continue. Present a projected time line and ask teachers to approve or amend it so that it is compatible with other scheduled school activities.

8. **Discussion of Questions and Concerns**
   Provide time for open discussion so that teachers can share any concerns, ask questions and clarify program information.

9. **Assessment of Teacher Interest**
   Teachers are asked to sign up to participate in the program. Teachers are given the option to add or delete their names from the list of interested teachers at any time.

Chart 2

PROCEDURES FOR THE RECRUITMENT OF VOLUNTEERS

Goal: To recruit an adequate number of volunteers who possess the personal qualities, background and experience to satisfy the requests of the teachers and enable them to be effective school volunteers.

Total Time: Approximately 2 months (for initial recruitment campaign)

Overall Objectives	Sequence of Activities	Resources to Contact	Publicity Materials	Facilitators
To develop community awareness of the older volunteer program	Review teachers need for volunteers.	• media	• brochures	Primary facilitator: Program coordinator
To motivate senior citizens to participate in the program	Identify and compile a community resource file.	• senior citizen community	• posters	Assistance provided by:
To explain possible roles for the volunteers	Prepare publicity tools.	• general community	• flyers	School District Personnel
To explain the time commitment and responsibilities of volunteers	Schedule presentations to schools.	• business/ corporate	• audio-visual aids, eg., slide show	Parents
To determine any constraints which would inhibit volunteer participation, e.g., lack of transportation	Set date and place for Open House.	• local government	• films	Community Representatives
To enlist the support of community leaders in the recruitment of volunteers	Submit written program information to the community.	• religious community	• student drawings & invitations	Volunteers
To respond to questions and concerns about the program	Distribute flyers and posters	• school community	• promotional items: volunteer buttons, bumperstickers, bookmarks, calendars	
	Make presentations to groups.	• volunteer clearing-house agencies	• support letters	
	Contact individuals who have been referred to the program.		• newspaper articles	
	Compile a list of potential volunteers and notify them of the Open House.			

RECRUITMENT OF VOLUNTEERS

DISCUSSION

The recruitment of older volunteers is usually a most challenging step in the implementation of the program. After a school has made a commitment to involve older volunteers in the classrooms, the realization of the program's goals are dependent on the response of the community to the request for older volunteers. A comprehensive and systematic recruitment strategy needs to be developed that can result in finding an adequate number of older volunteers to participate in the program.

Initially, the public needs to become aware of the program and the need for volunteers. Presentations, written material, and personal contacts can help to achieve public awareness. As the community becomes familiar with the goals and activities of the program, key community leaders and representatives of older groups become involved in lending support to the recruitment of volunteers. An introductory meeting for community representatives helps to secure community support for the program and provide an opportunity for the community to assist with volunteer recruitment. A community task force or advisory committee may also be organized to develop and implement recruitment campaigns.

A variety of approaches can be utilized in the recruitment of volunteers. Some approaches will yield more volunteers than others but all will help to give visibility to the program and insure a broad based outreach. For example, two people may respond to a newspaper article, while four people may sign up at a group presentation. Set realistic expectations for volunteer recruitment but don't become discouraged if there is little response to a particular recruitment approach. A recruitment strategy that provides many opportunities for personal contact is most effective. It is the best way to recruit since it provides opportunities for discussing individual questions and concerns and a chance to speak directly to potential volunteers.

In planning to reach out to older people, the strategy should enable contact with older persons who represent diverse educational, ethnic, racial and socio-economic backgrounds. A diverse volunteer group will provide richness in background and experiences to share with the students. Appeal to women and men and stress the value for students to have interaction with male and female supports in a school setting. Couples can be encouraged to volunteer together at the school in order to share in a meaningful common experience.

What is communicated to the community about the volunteer program in any of the following recruitment strategies will greatly influence the way people respond to the request for volunteers. In written items and during personal conversations and verbal presentations, project enthusiasm about the program and indicate the school interest in and support for the program. Explain the rationale for the program and tell about the experiences of volunteers in similar programs. Familiarize the audience with general information about the school, e.g., ages of students, school location. Provide clear and specific descriptions of possible volunteer roles and relevant qualities and backgrounds of volunteers, e.g., patience or particular experience.

People who are considering volunteering want to know how often they will be expected to participate, the qualifications for participation and the supports available to them as participants, e.g., transportation, lunch, liability insurance, orientation and training. While volunteer commitment and dependability are essential, volunteers should also know about the possibilities for flexibity in their schedule, e.g., if a volunteer plans an extended vacation or needs to miss a week for personal reasons.

Recruitment continues as long as there are teacher requests to fill, new volunteer roles to be developed, or volunteer attrition. After the initial recruitment campaign, follow-up with the more successful recruitment approaches and key contacts in order to recruit additional volunteers. Once the program has been implemented, maintain visibility of the volunteer activities and publicize the benefits of the program in order to keep the community informed and supportive of the program.

TYPICAL MOTIVATIONS OF VOLUNTEERS

A variety of reasons motivate senior citizens to volunteer in the Senior Citizen School Volunteer Program. It is helpful to keep these in mind when recruiting volunteers.

- Elders feel productive through volunteer involvement in the community.
- Elders desire to spend some of their time in a structured activity.
- Elders value the education of the younger generation and would like to contribute to it.
- Elders are able to utilize acquired skills and share experiences, interests, and knowledge.
- Elders want to learn more about schools.
- Elders may make new friends through the volunteer experience.
- Elders who have had a personal experience with a handicapped relative, neighbor, or friend want to offer to help special students.
- Elders are provided with an opportunity to fulfill their personal and societal values.
- Elders enjoy trying something new.
- Elders choose this particular volunteer work because it is easily accessible to home.
- Elders increase their satisfaction with life by participating in an enjoyable and rewarding volunteer experience.
- Elders fill a void resulting from a personal loss, e.g., death of a spouse.

RECRUITMENT PROCEDURES

The recruitment procedures are divided into two phases. The first phase consists of establishing a recruitment schedule, determining any previous experience with volunteer recruitment, establishing guidelines for volunteering and preparing materials for recruiting. The second phase is the direct outreach to the following groups in the community: media, senior citizen community, general community, business/corporate sector, local government, religious community, school and volunteer clearinghouses.

PHASE I

Develop a schedule for recruitment activities.

Once the requests of the teachers have been identified, recruitment can begin. When a program is just starting, it is helpful to coordinate a number of recruitment activities within a specified time period. For example, request presentations at a variety of organizational meetings, to be followed by publicizing the date of an Open House at the school, in church bulletins, in newspapers, on posters and through public service announcements. Take into account the constraints of the school calendar and avoid extensive outreach into the community during holiday seasons. Avoid major outreach during inclement weather conditions when the activity of older persons may be limited. Once publicity options are identified and presentations scheduled, two months is usually adequate to complete the initial

recruitment strategy. If after various recruitment approaches have been tried and an inadequate number of volunteers have been recruited, begin the program with the volunteers who are ready rather than wait for additional volunteers to be recruited. Continue recruiting with the hope of involving additional volunteers at a later time.

Investigate the school district's previous experiences with volunteer recruitment. Attempt to avoid similar difficulties and expand upon successful approaches.

Determine Guidelines and Qualifications for Volunteers:

Define the population to be involved in the older volunteer program before you begin recruitment. Determine if there are any existing guidelines for involving volunteers in the school. Discuss the following factors and make appropriate decisions.

- Minimum age of older volunteers (e.g., 55 is often used; the largest number of volunteers tend to be in their 60s and 70s)
- School district residency requirements
- Appropriateness of involving retired teachers and aides as volunteers
- Degree of skill or experience required for different volunteer roles
- Personal qualities desired
- Minimum and maximum time for weekly involvement

Prepare publicity materials

When developing materials for publicity, consider the following recommendations:

- Prepare bilingual editions where appropriate.
- Stress life experience as a valuable and relevant asset of volunteers.
- Give examples of volunteer activities.
- Diversify visual images by gender, race and activity.
- Avoid ageism and stereotyping in the graphics and text by depicting a variety of older persons and by writing about older persons with respect for their knowledge and experience.
- Use high contrast and easy to read type in printed materials.

PHASE II

Inform the media

- Send public service announcements to radio and television.
- Send press releases about the older volunteer program to local newspapers.
- Request feature stories about successful volunteer endeavors in local newspapers and magazines.
- Advertise the need for volunteers in the classified section of newspapers.
- Request writers of special community and senior citizen columns to include information about the program.

- Schedule appearances by volunteers, teachers and students on radio and television talk shows.
- Publicize the opportunities to visit the school during an open house and orientation sessions in local newspapers and on radio and cable television community events calendars.

Notify the Senior Citizen Community.

- Present the program to senior citizens at various locations: AARP (American Association of Retired Persons), golden age clubs, senior citizen centers, residences, nutrition sites, university life-long learning programs, retired professional organizations, e.g., National Retired Teachers' Association.
- Submit articles to newsletters of senior citizen organizations and centers.
- Develop an "Adopt-a-School" program with a local senior citizen group.

Alert the General Community.

- Present the program to various community organizations, e.g., community centers, block clubs, auxiliaries, chambers of commerce, service clubs, ethnic associations.
- Inform key community leaders and government officials of the program.
- Form a community advisory committee.
- Submit articles to community newsletters.
- Have a program display in public windows or an information table at community events, fairs, and election polls.
- Distribute fliers door-to-door in the school community.
- Distribute posters and brochures thoroughout the community in business areas, public buildings, professional offices and hairdressing salons.
- Display placards advertising about the program in public transportation vehicles.

Contact the Businesss/Corporate Sector.

- Mail program information to union and company retirees lists.
- Present the program at pre-retirement seminars.
- Present the program to retiree organizations and chambers of commerce.
- Develop a partnership program for company employees and retirees.
- Set up information table in department stores and malls.

Inform the Local Government.

- Request endorsement of the program from the local government.
- Submit program information to government publications and public bulletin boards.
- Present the program at pre-retirement seminars.
- Mail program information to government retirees.
- Present the program to public retiree organizations.
- Set up an information table in city hall.

Notify the Religious Community.

- Present the program to clergy groups, religious organizations and elders meetings
- Submit articles to church and synagogue bulletins and newsletters.
- Send informational letters to clergy.
- Display posters on bulletin boards.
- Establish an "Adopt-a-School" program between a religious group and neighborhood school.

Inform the School.

- Publish articles in school and school district newsletters.
- Present program to parent-teacher organizations and enlist their support.
- Send letters to parents requesting them to tell friends and relatives about the program.
- Make preparations for an Open House to occur after community outreach activities have been completed.
- Hold a Grandparents' Day or Older Friends' Day at the school. Include publicity about the volunteer program at the event.
- Develop a slide show about the school and the volunteer program to use in recruitment presentations.
- Develop school bulletin boards which show active volunteers and present the need for additional volunteers.
- Involve administrators, teachers, volunteer coordinator and students in public speaking activities.

Utilize Volunteer Clearinghouse Agencies.

- Contact local office of Retired Senior Volunteer Program (RSVP) for information and volunteer referrals.
- Visit a local Volunteer Action Center or Volunteer Bureau for information and volunteer referrals.

ORIENTATION, TRAINING AND PLACEMENT

DISCUSSION

Orientation, training and placement occurs once the recruitment of teachers and volunteers has been completed. It begins with an Open House for potential volunteers and other interested members of the community. Following the Open House, teachers and volunteers are involved in a series of workshop experiences that prepare them for their work together in the classroom. While the program coordinator facilitates the workshop process, the presence of the teachers in the workshops provides an opportunity for personal exchange between volunteers and teachers and for the sharing of specific classroom information and materials. As a result of their participation in the workshops and after classroom observations by the volunteers, both the teachers and volunteers are able to make an informed decision about the volunteer placement process. The potential for successful volunteer-teacher teams appears to be greater when the volunteers and the teachers are involved in the selection and volunteer scheduling process.

PROCEDURE

There are four orientation and training workshops scheduled over a three week period. In preparing for the Open House and the workshops:

- Establish the schedule for the workshops with the principal.
- Arrange to release the teachers to attend Workshops I, III and IV.
- Notify the volunteers and teachers of the workshop schedule at least two weeks in advance, if possible.
- Reserve an appropriate room in the school with suitable facilities to conduct an effective workshop, e.g., adequate number of chairs and a chalk board.
- Order and/or prepare necessary materials and equipment, e.g., duplicate handouts.
- Become familiar with the agenda and related items ahead of time.
- Provide simple refreshments.
- Prepare an attendance sheet.

In the following pages, an outline and annotated agenda is provided for the Open House and each of the four workshops. Handouts and forms for each of the four workshops are included in the Appendix. The following graphic describes the schedule, participants and length of the orientation and training workshops.

Summary of Orientation and Training Workshops, Year One

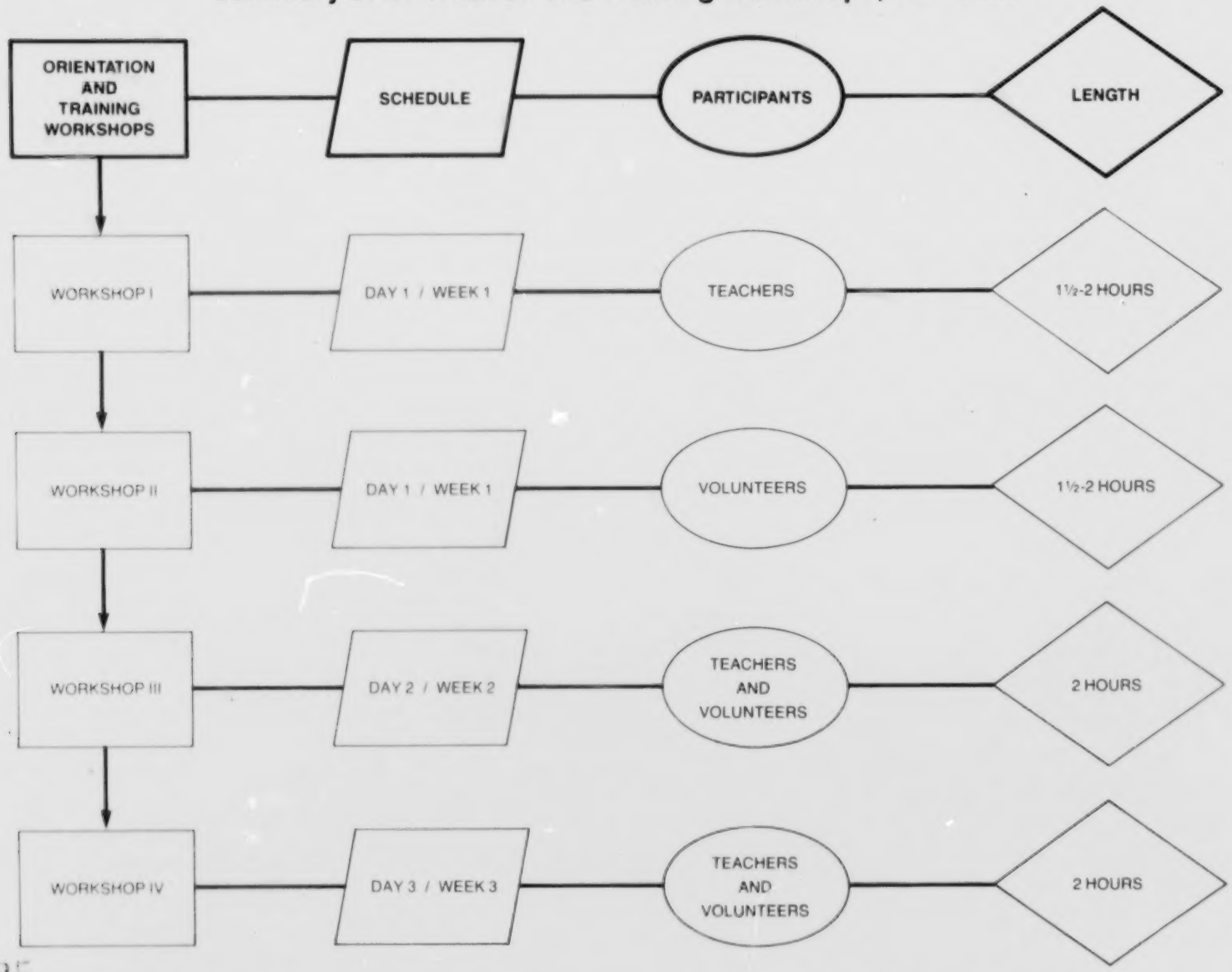


Chart 3

OPEN HOUSE

Total Time: 2 hours

Objectives	Agenda	Suggested Time (in minutes)	Materials and Equipment	Participants	Facilitators
To welcome the senior citizens and other community people To present information about the volunteer program and implementation process To introduce the senior citizens to the school environment To explain the role of the volunteer To describe the benefits of the program to the students, teachers and volunteers To address questions and concerns of prospective senior citizen volunteers To provide information regarding the orientation and training workshops	1. Welcome & Introductions	10	name tags, refreshments, attendance sheet	Prospective Volunteers Community Participants	Program Coordinator Principal
	2. Overview of the Rationale for Intergenerational Programs	5			
	3. Description of the Senior Citizen School Volunteer Program	10			
	4. Explanation of the Role of the Volunteer	10			
	5. Presentation of the Benefits of the Program	10			
	6. Viewing of the SCSVP Slide Show	10	slide show, screen, slide projector, cassette player, extension cord, written materials about the school and school district		
	7. Presentation of Information about the School	15			
	8. Tour of the School	20			
	9. Review of the Program Implementation and Role of the Program Staff	10	schedule of orientation & training workshops		
	10. Discussion of Questions and Concerns	10			
	11. Sign-up for Orientation and Training Workshops	5	sign-up sheet		

ANNOTATED AGENDA FOR OPEN HOUSE

1. **Welcome and Introductions**
   Distribute name tags and ask people to write their name, address and phone number on an attendance sheet. After everyone has arrived, have each person introduce himself/herself and briefly tell how he/she heard about the program.

2. **Overview of the Rationale for Intergenerational Programs**
   Highlight the primary reasons for developing intergenerational programs. Explain how age segregation, family mobility, attitudes and stereotypes necessitate providing great opportunities for contact and exchange between the younger and older generations.

3. **Description of Senior Citizen School Volunteer Program**
   Explain the purpose, history and development of the Senior Citizen in numerous school districts. Describe the specific history of the program in the local school districy and the teacher and administrative response.

4. **Explanation of the Role of the Volunteer**
   Highlight the needs and interests of the teachers who signed up to work with volunteers. Explain that the senior citizen volunteers might participate in academic areas, e.g., tutoring; social activities, e.g., talking with students about personal problems; and/or enrichment activities, e.g., sharing hobbies. Interaction with students are typically one-on-one or in small group situations and occasionally with the entire class. Reassure potential volunteers that the teachers will plan volunteer activities and provide guidance and support to the volunteers. Volunteers are requested to participate for a minimum of one-half day per week.

5. **Presentation of the Benefits of the Program**

   Students: Students appreciate the special attention and support they receive from another adult in the classroom. They have the opportunity to learn new skills, improve academically, and gain new friends through an intergenerational experience.

   Volunteers: Volunteers gain an improved sense of self worth, a greater understanding about the school and education today, an opportunity to share their skills and experiences and satisfaction by helping others learn.

   Teachers: Teachers benefit from intergenerational contact and the experience and skills of volunteers. The volunteers enable the teachers to provide more individual support and attention to students and thus enrich the curriculum. The volunteers' nonjudgmental approach is a valuable asset in responding to the needs of the students in the classroom.

6. **Viewing of the SCSVP Slide Show (or similar audio-visual item)**
   Present the SCSVP slide show as a visual image of the program's activities and participants. If the SCSVP slide show is not available, use other relevant media materials which describe the school or older volunteers in a school setting.

7. **Presentation of Information about the School**
   Introduce the principal who presents general information about the school, e.g., philosophy, daily schedule, grades, levels, subject areas, numbers of students, and distributes relevant printed school material.

8. **Tour of the School**
   The principal gives a tour of the building to highlight the variety of classrooms, activities and physical plant.

   Before taking a tour of the school, inquire if anyone has any physical limitations which would inhibit his or her walking any distance or climbing stairs. Use an elevator if one is available. If some people are unable to participate in the tour, summarize the highlights upon your return.

9. **Review of Program Implementation and Role of the Program Staff**
   Explain to the senior citizens that if they choose to volunteer, they should plan to attend the Orientation and Training Workshops. Workshop dates are pre-scheduled. Distribute a handout which describes the program implementation schedule. Give the senior citizens the telephone number of the school, the principal's name and other key school contact people involved with the program.

   Identify the key persons who will be involved in implementing the program, e.g., program coordinator.

   When reviewing the schedule, call attention to the time allotted for lunch on the first day of workshops. Let the senior citizens know if they need to bring a lunch, or if the school will provide one.

10. **Discussion of Questions and Concerns**
    Respond to any questions or concerns the volunteers may have. Stress the importance of asking questions and concerns regarding their involvement in the SCSVP before they make a commitment to participate. If someone persists in asking too many non-related questions, talk with that person after the Open House to answer these questions.

11. **Sign-up for Orientation and Training Workshops**
    Ask volunteers who wish to become involved with the SCSVP to sign up to participate in the Orientation and Training Workshops. If someone is interested in participating but is unable to attend a scheduled workshop, make arrangements to review items covered at the workshops at another time.

Chart 4

ORIENTATION AND TRAINING WORKSHOP I FOR TEACHERS

Total Time: 2 hours

Objectives	Agenda	Suggested Time (in minutes)	Materials and Equipment	Participants	Facilitators
	1. Welcome and Introductions	7	name tags, refreshments	Teachers	Program Coordinator
To explain the purpose of the program and the plan for implementation	2. Review of History and Goals of the Program and the Program Sequence	5	schedule for program implementation		
	3. Description of the Roles and Responsibilities of the Program Staff	3			
To help the teachers to gain an understanding of personal attitudes toward aging and older people	4. Reflection on Teachers' Experiences with Older People	15			
	5. Viewing of the Film, "Old Is"	15	film, "Old Is," 16 mm projector, screen, extension cord		
To assess perceptions of previous experiences involving volunteers in the classroom To develop ideas for possible volunteer activities	6. Discussion of Previous Experiences with Volunteers and Projected Roles for Senior Citizen Volunteers	20	chalkboard, chalk, eraser		
To define the teacher's role in the program and responsibility to the volunteers	7. Clarification of the Role of the Teacher	20	"Role Play" – script (2 copies), handout: "Working Effectively with Volunteers"		
To respond to questions and address concerns	8. Discussion of Questions and Concerns	10			
To prepare volunteers for classroom observation	9. Planning for Classroom Observations by the Volunteers	5			
To identify a school liaison	10. Identification of a School Liaison	5			
To involve teachers in planning Workshops III and IV	11. Preparation for Workshops III and IV	5			
To obtain data on the teachers' background and expectations about the volunteer program	12. Distribution of Questionnaires		questionnaire for each teacher		

ANNOTATED AGENDA FOR WORKSHOP I FOR TEACHERS

1. **Welcome and Introductions**
   Welcome the teachers and thank them for volunteering to participate in the program. Ask teachers to introduce themselves and identify their respective grade levels and subject areas.

2. **Review of History and Goals of the Program and the Program Sequence**
   Distribute the projected schedule of activities for implementing the program. Explain to teachers that after the orientation and training workshops, senior citizens will begin volunteering in the classroom. Follow-up meetings will be held in approximately six weeks to check the progress of the program. Additional follow-up activities will be scheduled during the year.

3. **Description of the Roles and Responsibilities of the Program Staff**
   Clarify the roles and responsibilities of the various persons who are involved in developing the program. Stress the importance of teacher suggestions for the planning process.

4. **Reflection on Teachers' Experiences with Older People**
   Ask teachers to relate experiences they have had with older people during different times of their lives, e.g., relatives, neighbors and friends. Generate discussion about their feelings toward these experiences and how they have influenced their attitudes toward aging and older people. Focus on positive aspects of intergenerational experiences and potential strengths of working with older volunteers.

5. **Viewing of the Film: "Old Is" (or similar film which stimulates discussion about attitudes toward aging and older people.)**
   Show the film, "Old Is," and discuss the following questions:

   1) What are the various views on aging and roles of older persons presented in the film?

   2) What statements does this film make about older people?

   3) How may the older volunteer program, the teacher, the volunteer or specific classroom activities help students develop an awareness of the aging process, care and respect for older people and foster understanding between the generations?

6. **Discussion of Previous Experiences with Volunteers and Projected Roles for Senior Citizen Volunteers**
   Ask teachers to share their past experiences with volunteers and aides in the classroom and their expectations of senior citizen volunteers. Generate a list on the chalkboard of possible activities for senior citizens in their classrooms.

7. **Clarification of the Role of the Teacher**

   a) *Role Play:* Ask two teachers to act out a role play which simulates an inappropriate interaction between a teacher and volunteer on the volunteer's first day in the classroom. Afterward, ask the teachers to respond to the role play by identifying the ineffective behaviors and suggesting constructive ways to improve the situation. (See Appendix)

   b) *Handout:* "Working Effectively with Volunteers": Distribute the handout to the teachers and review the recommendations listed. Give examples to reinforce their importance and ask teachers for additional recommendations. (See Appendix)

8. **Discussion of Questions and Concerns**
   Encourage teachers to ask questions and elicit any of their concerns about participating in the program. Discuss openly any apprehensions and reassure them by sharing the positive experiences of similar programs.

9. **Planning for Classroom Observations by the Volunteers**
   Request teachers to provide an opportunity for the volunteers to observe their classrooms between Workshops III and VI so that they can see the interaction between students and teachers and observe classroom activities. Stress the importance of providing parallel observation experiences so that volunteers can gain comparable insights about their roles in different classrooms. Each observation experience may not be an indicator of their future roles as volunteers. These experiences will help the volunteer select an appropriate placement. Ask teachers for any suggestions to help facilitate the classroom observation procedure and to indicate on a schedule the times volunteers may observe their classrooms. Allow a minimum of three days between Workshops III and IV for observation times. Encourage teachers to provide as many time options as possible to enable easier scheduling. Ask for teacher approval in case more than one volunteer would like to observe at the same time. Explain to teachers that these are not necessarily the times volunteers will be regularly scheduled for participation.

10. **Identification of a School Liaison**
    Explain to teachers the need to have someone at the school site volunteer to monitor the program. This person serves as general communicator among teachers, volunteers and the program staff and helps with the management of the program within the school.

11. **Preparation for Workshops III and VI**
    Request teachers to prepare to discuss their students, classroom environment, subject area(s) and how they might utilize a volunteer in their classroom at Workshop III. Teachers will also share materials, e.g., workbooks, textbooks, samples of students' work, educational games with the volunteers at Workshop IV. Discuss the procedures for organizing the presentation of materials, e.g., by grade level, subject area or individually for Workshop IV.

12. **Distribution of Questionnaires**
    Ask each teacher to complete a questionnaire and return it to the program coordinator by Workshop IV. (See Appendix)

Chart 5

ORIENTATION AND TRAINING WORKSHOP II FOR VOLUNTEERS

Total Time: 2 hours

Objectives	Agenda	Suggested Time (in minutes)	Materials and Equipment	Participants	Facilitators
To explain the purpose of the program and the plan for implementation	1. Welcome and Introductions	7	name tags, folders	Volunteers	Program Coordinator
	2. Review of History and Goals of the Program and the Program Sequence	5	schedule for program implementation		Principal
	3. Description of the Roles and Responsibilities of the Program Staff	3			
To present school information	4. Review of School Procedures and Policies Relevant to Volunteering	10	school items, e.g., calendar, daily schedule, school handbook		
To inform volunteers of the guidelines for their involvement	5. Explanation of the Guidelines for Volunteers	10	handout: "Guidelines for Volunteers"		
To make volunteers aware of adolescent developmental needs and characteristics (secondary schools only)	6. Overview of Adolescent Development Needs and Characteristics (secondary schools only)	10	handout: "Developmental Tasks for the Adolescent"		
To respond to questions and concerns	7. Discussion of Questions and Concerns	10			
To obtain data on the volunteers' background and expectations about volunteering	8. Completion of Entry Questionnaires	20	questionnaires		
To develop a feeling of comfort among volunteers	9. Sharing of Lunch	30	lunch and beverage		

ANNOTATED AGENDA FOR WORKSHOP II FOR VOLUNTEERS

1. **Welcome and Introductions**
   Welcome the senior citizens and thank them for participating in the program. Ask the volunteers to introduce themselves and share their reasons for volunteering.

2. **Review of History and Goals of the Program and the Program Sequence**
   Review the schedule of activities for implementing the program. Explain that after the orientation and training workshops, senior citizens will begin volunteering in the classroom. Follow-up meetings will be held in approximately six weeks to check the progress of the program. Additional follow-up activities will be provided during the year.

3. **Description of the Roles and Responsibiliities of the Program Staff**
   Clarify the roles and responsibilities of the various persons who are involved in developing the program.

4. **Review of School Procedures and Policies Relevant to Volunteering**
   Review the school calendar and daily schedule. Explain procedures and policies which the volunteers should follow when in school. Describe the procedure for utilizing the cafeteria. Indicate where the volunteers may eat lunch. Explain the procedures for any other important information such as liability insurance and TB test requirement (if applicable).

5. **Explanation of the Guidelines for Volunteers**
   Distribute and discuss with volunteers the handout, "Guidelines for Volunteers." Indicate that the guidelines are provided to emphasize the importance of the volunteers' involvement. (See Appendix)

6. **Overview of Adolescent Developmental Needs and Characteristics**
   Invite an appropriate member of the school staff, e.g., counselor, to address the developmental stages for secondary school students and expected behaviors. Review the handout, "Developmental Tasks for the Adolescent" which help the volunteers understand the needs and interests of students at this age. Encourage volunteers to ask question about the students and the school. (See Appendix)

7. **Discussion of Questions and Concerns**
   Invite volunteers to ask questions about the program and openly discuss any concerns.

8. **Completion of Entry Questionnaire**
   Ask volunteers to complete an entry questionnaire. Explain that the information will be kept confidential. The questionnaires help to document the background of the participants and facilitate program planning. (See Appendix)

9. **Sharing of Lunch**
   The workshop schedule usually includes a brief lunch break for volunteers between Workshops II and III. This provides an opportunity for a more informal exchange among volunteers and between volunteers and the program coordinator.

Chart 6

ORIENTATION AND TRAINING WORKSHOP III FOR VOLUNTEERS AND TEACHERS

Total Time: 2 hours

Objectives	Agenda	Suggested Time (in minutes)	Materials and Equipment	Participants	Facilitators
To acquaint volunteers and teachers with each other	1. Welcome and Explanation of the Purpose of the Workshop	5		Volunteers Teachers	Program Coordinator
	2. Interview of Volunteers and Teachers	30-40			
To identify volunteers' experiences, skills and interests	3. Identification of Volunteers' Background and Experience	10	chalk board, chalk		
To develop ideas for volunteer activities	4. Summary of	10	handout: "Classroom Activities"		
To familiarize volunteers with each teacher's curriculum and the characteristics of the students	5. Presentation of the Curriculum and Characteristics of the Students and the Classrooms	20-30			
To review procedures for classroom observation	6. Review of Classroom Observation Procedures	10	handout: "Classroom Observations"		
	7. Discussion of Questions and Concerns	10			
	8. Preparation for Workshop IV	5			
	9. Scheduling of Volunteers' Observations	(after workshop)			

ANNOTATED AGENDA FOR WORKSHOP III FOR VOLUNTEERS AND TEACHERS

1. **Welcome and Explanation of the Purpose of the Workshop**
   Welcome everyone and explain that the purpose of this workshop is to provide an opportunity for volunteers and teachers to become acquainted with each other and to learn more about the students and curriculum. At the conclusion of the meeting, volunteers will select certain classrooms to visit so that they can make a more informed choice of where they would like to volunteer.

2. **Interview of Volunteers and Teachers**
   Teachers and volunteers interview each other in pairs, about their backgrounds, interests, skills, hobbies, travels, and past work experiences. Stress that the volunteers interview the teachers, and the teachers interview the volunteers. In this way, all of the participants are introduced to the entire group. Ask volunteers and teachers to introduce the person with whom they spoke and to share what they learned about each other with the group.

3. **Identification of Volunteers' Backgrounds and Experiences**
   Generate a list of volunteers' background and experiences to demonstrate the diversity and resourcefulness of volunteers. Encourage teachers to build classroom activities utilizing the background and experiences of the volunteers.

4. **Summary of Possible Volunteer Activities**
   Distribute and discuss the handout, "Classroom Activities." Summarize the benefits of the academic, social and enrichment roles. Provide examples of each. (See Appendix)

5. **Presentation of the Curriculum and Characteristics of the Students and Classrooms**
   Ask teachers to present information about typical student behavior, grade level(s), subject area(s), curriculum, overall classroom environment, students' daily schedule and the ways volunteers may be involved in their classsrooms. Generate discussions about volunteer concerns and questions related to the classrooms and expectations about their role.

6. **Review of Classroom Observation Procedures**
   Distribute the handout "Classroom Observations" and suggest aspects of the classroom that volunteers should look for when they observe. Offer suggestions about how to observe so that volunteers can gain insight into the classrooms from the observation experience. Ask teachers to make additional suggestions for conducting the classroom observations. Encourage volunteers to observe for approximately one period each in two or three classrooms representing different grade levels and subject areas. (see Appendix)

   At the end of Workshop III, volunteers schedule their observations according to the schedule provided by the teachers at Workshop I.

7. **Discussion of Questions and Concerns**
   Encourage volunteers and teachers to ask questions and share concerns related to the information presented in this workshop or the program in general.

8. **Preparation for Workshop IV**
   Announce the date and time of Workshop IV. Remind teachers to bring educational materials to this workshop, e.g., samples of students' work, workbooks, textbooks, educational games, kits, audiovisual aids and manipulatives with them.

9. **Scheduling of Volunteers' Observations**
   Ask volunteers to remain at the end of the workshop to schedule their observations. A copy of the completed observation schedule is given to the school office and teachers are notified of the schedule. The program coordinator retains the original schedule.

Chart 7

ORIENTATION AND TRAINING WORKSHOP IV FOR VOLUNTEERS AND TEACHERS

Total Time: 2 hours

Objectives	Agenda	Suggested Time (in minutes)	Materials and Equipment	Participants	Facilitators
	1. Welcome and Explanation of the Purpose of the Workshop	5		Volunteers Teachers	Program Coordinator
To highlight what was learned from volunteers' observation experiences	2. Reports of Volunteer Observation Experiences	15			
To explore classroom curriculum materials	3. Exploration of Classroom Curriculum Materials	45-60	classroom curriculum materials, e.g., textbooks, workbooks, kits, samples of student work, educational games		
To define appropriate student behavior	4. Explanation of Effective Volunteer Response to Student Behavior	20	handout: "Effective Ways to Work with Students"		
To identify the school liaison and explain the liaison's role	5. Identification of School Liaison	5			
To review program activities and schedule for the remainder of the year	6. Review of Program Schedule	5			
To establish volunteer-teacher teams and schedules	7. Establishment of Volunteer-Teacher Teams and Schedules	10	volunteer placement forms teacher placement forms		

ANNOTATED AGENDA FOR WORKSHOP IV FOR VOLUNTEERS AND TEACHERS.

1. **Welcome and Explanation of the Purpose of the Workshop.**
   Welcome everyone and explain that the purpose of the workshop is to further prepare volunteers for classroom participation and to determine the volunteer-teacher teams and schedule. Collect the questionnaires completed by the teachers.

2. **Reports of Volunteer Observation Experiences**
   Have teachers and volunteers report on the classroom observations made by the volunteers. Ask them to highlight what they learned from their experiences and student responses to the presence of the volunteers. Generate discussions and questions about specific aspects of the classroom.

3. **Exploration of Classroom Curriculum Materials**
   The procedure for presenting classroom materials, i.e., in small groups organized by subject area and/or grade level or in one large group, depending upon the number of teachers and volunteers, and the preference of the teachers. The teachers introduce the volunteers to a variety of curriculum materials, explain terminology, discuss appropriate skill and grade level and demonstrate how the various materials may be used by the volunteers in the classroom. Suggest that teachers provide an opportunity for volunteers to view and handle the materials being presented.

4. **Explanation of Effective Volunteer-Student Interaction**
   Distribute and discuss the handout "Effective Ways to Work with Students". Ask each teacher to elaborate on one of the points on the handout by relating it to a specific classroom experience. Encourage volunteers to ask questions about their anticipated behavior in the classroom. (see Appendix)

5. **Identification of the School Liaison**
   Explain to the group that the school liaison will be responsible for overall coordination of the program within the school. This person will maintain an updated schedule and a list of participants, emergency phone numbers for volunteers, and initiate other activities in order to maintain communication among the participants and insure the continuation of the program.

6. **Review of Program Schedule**
   Explain that follow-up activities will be scheduled, e.g., volunteer and teacher meetings. Participants will be notified of the activities as they are planned.

7. **Establishment of Volunteer-Teacher Teams and Schedules**
   Distribute volunteer and teacher placement forms. Review the items on the forms and ask volunteers and teachers to complete them. Encourage teachers and volunteers to provide, on the placement forms, as many options as possible for each question. Collect the completed forms and determine the teams and schedules. The final schedules are given to the school liaison and the principal, who then will inform the teachers of the schedules. Teachers call their volunteers within the next few days to review the schedule and to select the first day to begin. Schedules may be altered to best suit the needs of each teacher-volunteer team. Any such changes should be reported to the school liaison.

- ☐ Background
- ☐ Implementation
- ☑ Maintenance
- ☐ Evaluation
- ☐ Appendix

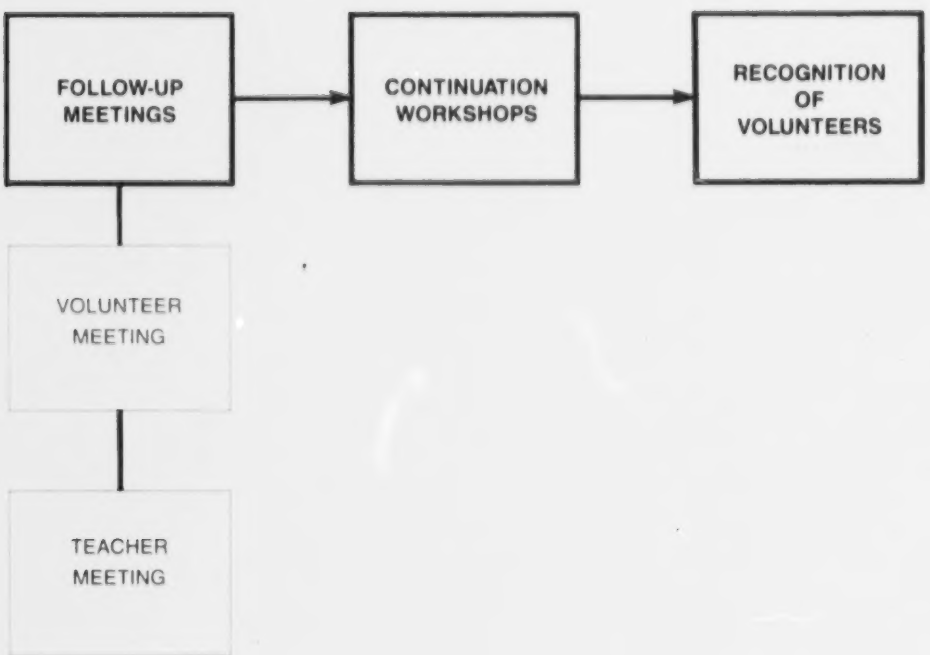
MAINTENANCE

INTRODUCTION

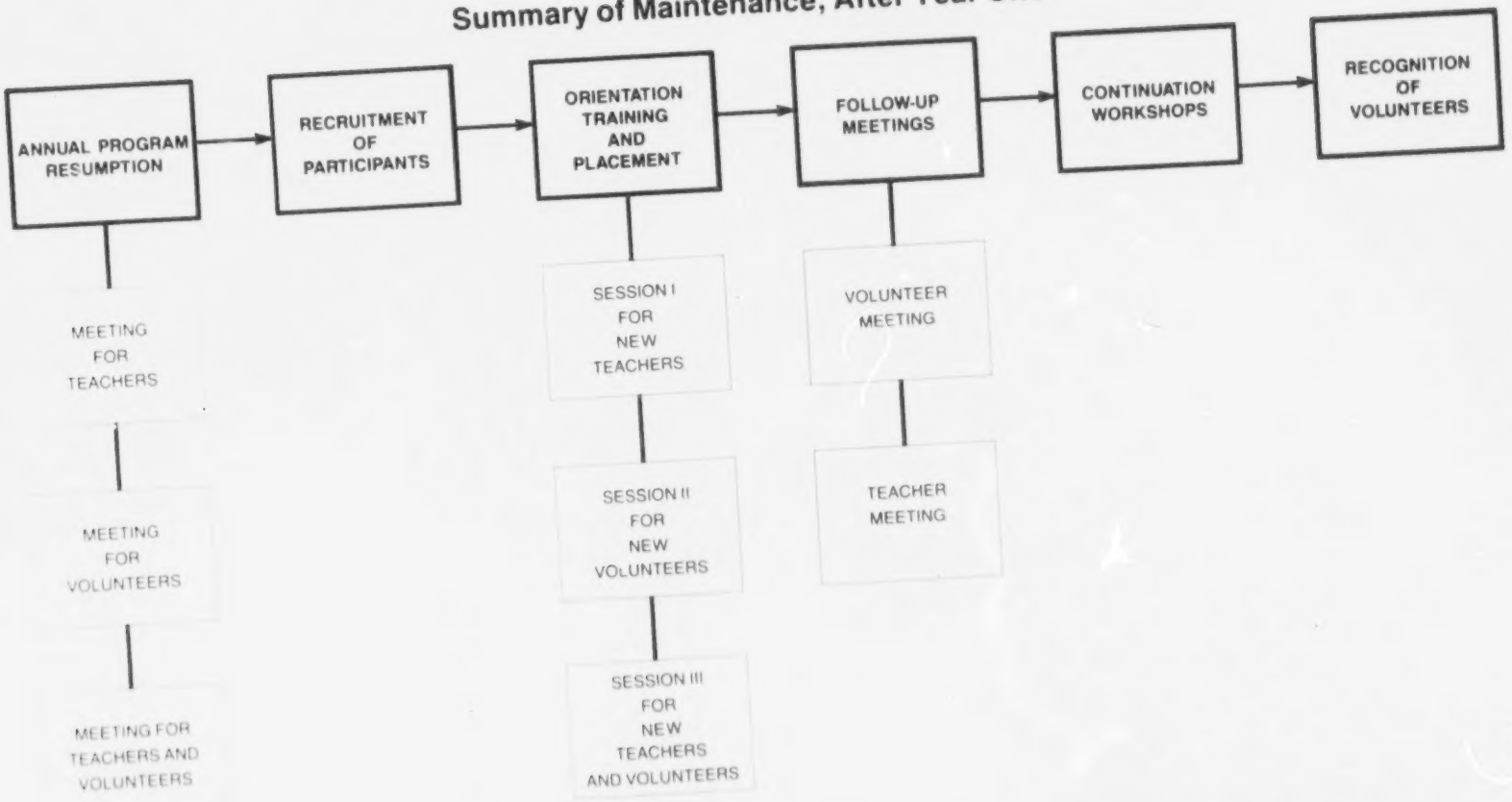
In order to develop an effective on-going program, it is essential to conduct follow-up activities. During the first year of the program, maintainance consists of separate follow-up meetings for volunteers and teachers, continuation workshops for all participants and recognition of the volunteers. After the first year, program resumption meetings are held in the beginning of each school year, recruitment of participants is conducted when appropriate and orientation and training sessions are provided for new participants. Follow-up meetings, continuation workshops and recognition of the volunteers occur each year. Since they are similar to those described for the first year, they are not described for maintenance after year one. All of these activities will enhance communication among the participants and between the participants and the program coordinator. They also serve to strengthen and expand the program.

The following graphics summarize the maintenance activities during year one of the program and after year one.

Summary of Maintenance, Year One



Summary of Maintenance, After Year One



FOLLOW-UP MEETINGS

OBJECTIVES

- To review program procedures and school policies
- To share classroom experiences
- To resolve problems and respond to concerns
- To update the volunteer schedule
- To plan program activities and schedule
- To discuss the role of the volunteer
- To learn from each other's experiences
- To develop and maintain a cohesive volunteer group
- To develop and maintain a cohesive teacher group
- To determine the needs and interests of the volunteers and the teachers
- To identify the benefits of the program

PROCEDURE

Follow-up meetings are held separately for the volunteers and the teachers. This enables each group to discuss a variety of topics with their peers. The meetings are typically held twice a year, mid-year and at the end of the year. They may occur more often if necessary or desirable. Sometimes volunteers choose to meet more regularly, e.g., to converse over lunch, since they don't have the opportunity to see each other on a regular basis as the teachers do.

Volunteer meetings last approximately one hour and are usually held on the same day as the teacher meetings. Teacher meetings are held at a common time available for all participating teachers, most often for about 30 minutes at the end of a school day. The meetings are facilitated by the program coordinator, and are scheduled with the principal. The school liaison notifies the teachers and the volunteer liaison notifies the volunteers of the meetings.

The following agenda represents a typical year-end follow-up meeting for volunteers or teachers. It is similar to a mid-year meeting with the addition of planning for the next year.

AGENDA FOR TEACHER OR VOLUNTEER YEAR-END MEETING

1. **Update on participants and schedule**

2. **Discussion on:**
   a. roles of the volunteers
   b. students' response
   c. planning and feedback procedures
   d. special activities
   e. volunteers' comfort with the environment
   f. realization of personal goals/benefits
   g. concerns and questions

3. **Review of procedural items, e.g., sign-in sheet, lunch, transportation, TB test, school calendar**

4. **Plans for continuation of program during the next year:**
   a. recommendations for change
   b. identification of possible participants
   c. clarification of roles
   d. description of volunteer liaison and school liaison roles
   e. discussion of start-up procedures and projected schedule
   f. suggestions for volunteer recruitment strategies

5. **Distribution of year end questionnaires**

6. **Discussion of any additional items**

7. **Announcement of recognition activity**

CONTINUATION WORKSHOPS

OBJECTIVES

- To discuss and plan specific classroom activities involving volunteers
- To explore ways to expand the volunteer role in the classroom
- To discuss concerns or problems that have emerged
- To provide skill development support for volunteers
- To examine the benefits of the program
- To plan special activities which utilize the volunteers' background and skills, e.g., Hobby Day, Skills Bank, Ethnic Fair
- To suggest classroom activities which help students develop an understanding and knowledge of the aging process and an appreciation of the contributions made to society by older people.

PROCEDURE

The continuation workshops help to maintain the program and develop a cohesiveness among the participants. The continuation workshops are approximately 2 hours in length and are held at least once a year. Continuation Workshops involve volunteers and teachers in discussions and activities that help to ensure the success and longevity of the program. These workshops provide an opportunity for all of the participants to meet and reflect on their experiences in the older volunteer program. Volunteers and teachers participate in activities which contribute to the successful implementation of the program and the realization of the program's goals and objectives.

The participation of both volunteers and teachers in these workshops is essential. Teachers can relate the workshop activities to specific classroom interests and needs. They also can enrich the workshops with their insights and curriculum materials. Volunteers and teachers enjoy having the time to talk with each other outside of the classroom. Each of them looks forward to seeing the person with whom they work at the workshop.

The planning of the continuation workshops is a collaborative effort among the program coordinator, principal and school liaison. Each of them is involved in the following ways.

Program Coordinator

- Plans and facilitates the workshops.
- Prepares materials for the workshops.

Principal

- Manages the logistics of the workshop, e.g., reserving a room
- Arranges teacher release time.
- Notifies the teachers of the workshops.

School Liaison

- Generates suggestions from the volunteers and teachers for possible workshop agenda items.
- Notifies the volunteers of the workshops.

SAMPLE AGENDA ITEMS

The following agenda items are suggestions for continuation workshops. One or more of these agenda items are planned for each continuation workshop.

- Present instructional methods and tutoring techniques for various subject areas.
- Demonstrate how to play educational games. Make games for volunteers to play with the students.
- Prepare materials for classroom use.
- Discuss current developments in the school district.
- Review objectives and use of curriculum materials, e.g., books, kits, audio-visual aids.
- Present samples of students' work to illustrate skill levels and needs of students.
- Discuss child development issues and related student behavior.
- Review classroom management procedures and recommendations for approach to discipline.
- Discuss the benefits of the program.
- Resolve problems and respond to concerns.
- Highlight program successes.
- Design a program evaluation tool such as a teacher or volunteer log.
- Generate ideas for new volunteer roles.
- Demonstrate the use of audio-visual equipment, office equipment, and computers.
- Develop volunteer communication skills.
- Plan classroom activities utilizing volunteers' knowledge of and experience in the community.
- Plan a special event, e.g., Hobby Day, Grandparents' Day, Ethnic Fair.
- View and discuss adult and children's films on aging.
- Introduce oral history techniques.
- Exchange special skills and hobbies of teachers and volunteers.
- Review children's books on aging and books with intergenerational themes. Suggest ways to utilize the books in the classroom.
- Create a volunteer skills bank. Record volunteer backgrounds, experiences, interests and skills. The skills bank can serve as a resource to all of the classrooms.

RESOURCE PERSONS

The following resource persons may be invited to enrich the continuation workshops.

- School district staff, e.g., teachers, administrators, specialists, counselors
- Volunteers
- College or university faculty
- Staff from other intergenerational programs
- Members of the community

RECOGNITION OF VOLUNTEERS

DISCUSSION

To help reinforce volunteers' interest in continuing their participation in the program, it is important to recognize the services they are providing to the school. This recognition is provided by school administrators, teachers and students on a continual basis and during special activities. Continual expressions of recognition may take the form of verbal appreciation after each volunteer visit to the classroom or a weekly phone conversation to reaffirm the effectiveness of the volunteer service. Special recognition activities may be in the form of a certificate or special recognition events. The combination of these two types of recognition are essential to maintain the commitment of the volunteers to the program.

The following suggestions represent recognition ideas which have been found to be feasible and meaningful to the volunteers.

Continual Recognition

- Say thank you for the volunteers' efforts.
- Be sensitive to the volunteers' needs and interests and offer guidance.
- Send cards or letters on special occasions or if volunteers are ill.
- Prepare interesting and challenging activities for the volunteer.
- Utilize the volunteers' time effectively.
- Provide a place for the volunteers to meet, relax and have lunch on the day they volunteer.
- Have name tags to identify the volunteers in the school.
- Plan time to communicate with the volunteers and provide feedback about their involvement and related student progress.
- Designate a place for volunteers to place their belongings.
- Provide on-going training for volunteers.
- Make provisions for volunteers' lunch, parking and transportation.
- Encourage students to show appreciation.
- Designate a mail box for volunteers in the main office so they can receive school information and messages.

Special Recognition Activities

- Present a certificate of appreciation to the volunteers.
- Prepare a bulletin board in the school or community honoring senior citizen school volunteers.
- Give volunteers free tickets to school sports and cultural events.
- Present each volunteer with a concrete expression of appreciation, e.g., a plant.
- Send a letter of appreciation from the students,teachers and principal.
- Designate a special "Volunteer Week" or highlight the volunteers' contributions during a nationally recognized week to honor volunteers.
- Give each volunteer a picture of the students.
- Submit names of volunteers for community service awards.
- Recognize volunteers at school board meetings or parent-teacher group meetings.
- Feature an article about the volunteers in a school newsletter or neighborhood newspaper.
- Remember volunteers at special times, e.g., birthdays, holidays.
- Plan a fair to share the volunteers' hobbies and special interests.
- Place a card in newly purchased library books in honor of the volunteers.
- Plant a tree on school grounds in honor of the volunteers.
- Have a covered dish lunch for volunteers and teachers hosted by the teachers.
- Hold a recognition dinner featuring a special guest speaker.

ANNUAL PROGRAM RESUMPTION

DISCUSSION

At the beginning of each school year, a plan to continue the program is developed. Meetings are held about one month after school opens to facilitate the resumption of the program. At these meetings, the teacher and volunteer participants are identified, the volunteer-teacher teams and schedules are established and the activities for the year are explained. The placement procedure is similar to the one used in the Orientation and Training Workshop IV. Placement is simplified after the first year since many volunteers and teachers choose to continue to work together. Since there may be new volunteers or teachers, attrition of previous participants, greater involvement of past volunteers or request for placement changes, it is helpful to use placement forms again. If more volunteer time is needed to meet the teacher requests, additional recruitment activities are pursued. The objectives and agenda for each of three meetings, one for teachers, one for volunteers and one for teachers and volunteers together, are described next.

PROGRAM RESUMPTION MEETING FOR TEACHERS

OBJECTIVES

- To review the program activities and determine the schedule for the year
- To review the role of the teacher
- To identify participating teachers
- To assess the amount of volunteer time needed and identify the particular classrooms to be involved
- To expand ideas for involving volunteers in the school
- To generate suggestions for program maintenance

AGENDA FOR TEACHER MEETING (approximately 30 minutes)

1. Review the overall program implementation, related activities and schedule for the year. Discuss the number and purpose of projected meetings and workshops, and explain the roles of the program staff, school liaison and volunteer liaison.
2. Review the role of the teachers. Reflect on last year's experiences and discuss this year's expectations and plans.
3. Assess the amount of volunteer time needed to meet the teacher requests.
4. Determine the appropriate week to invite the volunteers to return to the classroom.
5. Schedule a meeting for volunteers during the week prior to the return of the volunteers to the classroom.
6. Schedule a meeting of volunteers with teachers to follow the volunteer meeting on the same day.
7. Discuss any problems or concerns from the preceding year and request suggestions to improve the program.
8. Generate any new ideas for involving the volunteers in the schools during the coming year.
9. Describe the placement procedures and indicate that it will be similar to the first year.
10. Review the projected program activities for the year.
11. Respond to any questions.

PROGRAM RESUMPTION MEETING FOR VOLUNTEERS

OBJECTIVES

- To welcome the volunteers back to the school
- To review the program activities and schedule for the year
- To provide current school information
- To review the role of the volunteer
- To review the volunteer guidelines
- To resolve problems and concerns
- To expand ideas for involving volunteers in the school
- To generate suggestions for program maintenance

AGENDA FOR VOLUNTEER MEETING (approximately one hour)

1. Review the overall program implementation, related activities and schedule for the year. Discuss the number and purpose of projected meetings and workshops, and explain the roles of the program staff, school liaison and volunteer liaison.
2. Distribute and review new school information such as the calendar and school handbook.
3. Review the role of the volunteers. Reflect on last year's experiences and discuss this year's expectations and plans.
4. Review the specific guidelines for volunteers, such as consistent participation, signing-in at the school office and respect for confidentiality.
5. Discuss any problems or concerns from the preceding year and request suggestions to improve the program.
6. Generate new ideas for recruiting volunteers in the school during the coming year.
7. Describe the volunteer placement procedures and indicate that it will be similar to the first year.
8. Review the projected program activities for the year.
9. Obtain a list of each volunteer's address, phone number and emergency contact.
10. Respond to any questions.

PROGRAM RESUMPTION MEETING FOR TEACHERS AND VOLUNTEERS

OBJECTIVES

- To reacquaint volunteers and teachers with each other
- To determine the placement schedule for the volunteers
- To respond to any questions

AGENDA FOR VOLUNTEER-TEACHER MEETING (approximately 45 minutes)

1. Have volunteers and teachers become reacquainted.
2. Ask teachers to tell briefly about their classrooms and how they would like to involve a volunteer.
3. Describe the placement procedure. Explain that placements and schedules may be changed this year depending on participants requests and changes in who the participants are.
4. Distribute and complete placement forms.
5. Review procedures for informing volunteers and teachers of their placements and announce the first week when volunteering may begin in the classrooms.
6. Open the meeting for discussion and questions.

RECRUITMENT OF PARTICIPANTS

DISCUSSION

The recruitment of teachers and volunteers will continue to be a primary activity after the first year of a program. Attrition may occur if some of the teachers and volunteers decide, for a variety of reasons, not to participate after the first year. However, additional teachers and volunteers may express interest in becoming involved in the program. The volunteer role may expand into other aspects of the classroom or areas of the school, or other types of intergenerational activities may be developed in the school district. Therefore, it will be necessary to design a recruitment strategy which enables the program to maintain and expand the involvement of teachers and older volunteers. An assessment should be made to determine the most effective recruitment approaches during the first year so that they can be continued, as well as the development of new approaches to recruitment which grow out of the first year's experience. The approach to the recruitment of teachers will be similar to the first year, but there will be many more real and positive experiences and data on the impact of the program on which to report which will encourage greater teacher participation. If possible, involve teachers and volunteers who participated the first year in recruitment activities.

PROCEDURES

The following are some additional ways that the recruitment of volunteers may be approached after year one.

- Develop a slide show featuring the school district's volunteers, teachers and students working together.
- Develop an "Adopt-A-School" program with a local senior citizen organization.
- Formalize relationships with community contacts by organizing or strengthening a task force or advisory committee.
- Request feature articles in local newspapers which highlight the implementation of the program.
- Set up a referral system between active senior citizen contact points, such as a senior citizen center and the volunteer program.
- Utilize volunteer, teacher and student writings about their experiences in the program in recruitment, e.g., incorporate into articles, read at presentations.
- Publish program data which describes program activities and impact.
- Feature volunteer activities in corporate newsletters.
- Ask students to conduct interviews with volunteers for school newsletters.
- Nominate volunteers for community volunteer recognition activities.
- Request volunteers to bring a friend to an Open House or to spend a day with them observing in the classroom.

In addition, other community resources are:

- Student interns and community volunteers who can help recruit additional volunteers and develop publicity materials such as brochures, press releases and slide shows
- Local trade schools and colleges which are interested in field placement opportunities for students in areas such as social work, graphics and public relations may be sources of additional help
- Advertising agencies or printers who may contribute volunteer time or materials to non-profit organizations
- Consultants or volunteers who may be available for specific tasks.
- The local network or organization of volunteer coordinators who can provide endless ideas and support

ORIENTATION, TRAINING AND PLACEMENT

DISCUSSION

Additional older persons and/or teachers may express a desire to become involved in the program after it begins in a school. Orientation and training sessions are provided for each teacher and volunteer who is interested in participating in the program. These sessions are held most often for one new volunteer or teacher at a time and occasionally for a small group, as the need arises. As an older person offers to volunteer, an interested teacher is identified. The teacher is preferably one who would like to work with a volunteer but is not yet involved in the program, and whose classroom would be of interest to the prospective volunteer. If all interested teachers are already working with a volunteer, a new volunteer may be placed with a participating teacher who would like additional volunteer help.

PROCEDURES

The objectives, agenda and related items for each of the orientation and training sessions are similar to the ones for the orientation and training workshops. Since these sessions are typically held for individuals and small groups, three sessions are held rather than the four longer orientation and training workshops. The first session is for teacher(s), the second session is for volunteer(s) and the third session is for teacher(s) and volunteer(s) to meet together. It is helpful to schedule the second and third session on the same day so that the volunteer(s) need to come to the school only once for orientation and training.

The following outlines summarize the components of each of the orientation and training sessions. They have been adapted from the orientation and training workshops. The annotated agendas from the orientation and training workshops may be referred to for further elaboration on specific agenda items for the sessions.

Chart 8

ORIENTATION AND TRAINING SESSION I FOR NEW TEACHERS

Total Time: 1 hour

Objectives	Agenda	Suggested Time (in minutes)	Materials and Equipment	Participants	Facilitators
	1. Welcome and Introductions	2	name tags, refreshments	Teachers	Program Coordinator
To explain the purpose of the program and the plan for implementation	2. Review of History and Goals of the Program and the Program Sequence	5	schedule for program implementation		
	3. Description of the Roles and Responsibilities of the Program Staff	3			
To help the teachers to gain an understanding of personal attitudes toward aging and older people	4. Reflection on Teachers' Experiences with Older People	10			
To assess perceptions of previous experiences volving volunteers in the classroom To develop ideas for possible volunteer activities	5. Discussion of Previous Experiences with Volunteers and Projected Roles for Senior Citizen Volunteers	15			
To define the teacher's role in the program and responsibility to the volunteers	6. Clarification of the Role of the Teacher	15	handout: "Working Effectively with Volunteers"		
To respond to questions and address concerns	7. Discussion of Questions and Concerns	10			
To obtain data on the teachers' background and expectations about the volunteer program	8. Distribution of Questionnaires		questionnaire for each teacher		

Chart 9

ORIENTATION AND TRAINING SESSION II FOR NEW VOLUNTEERS

Total Time: 1¼ hours

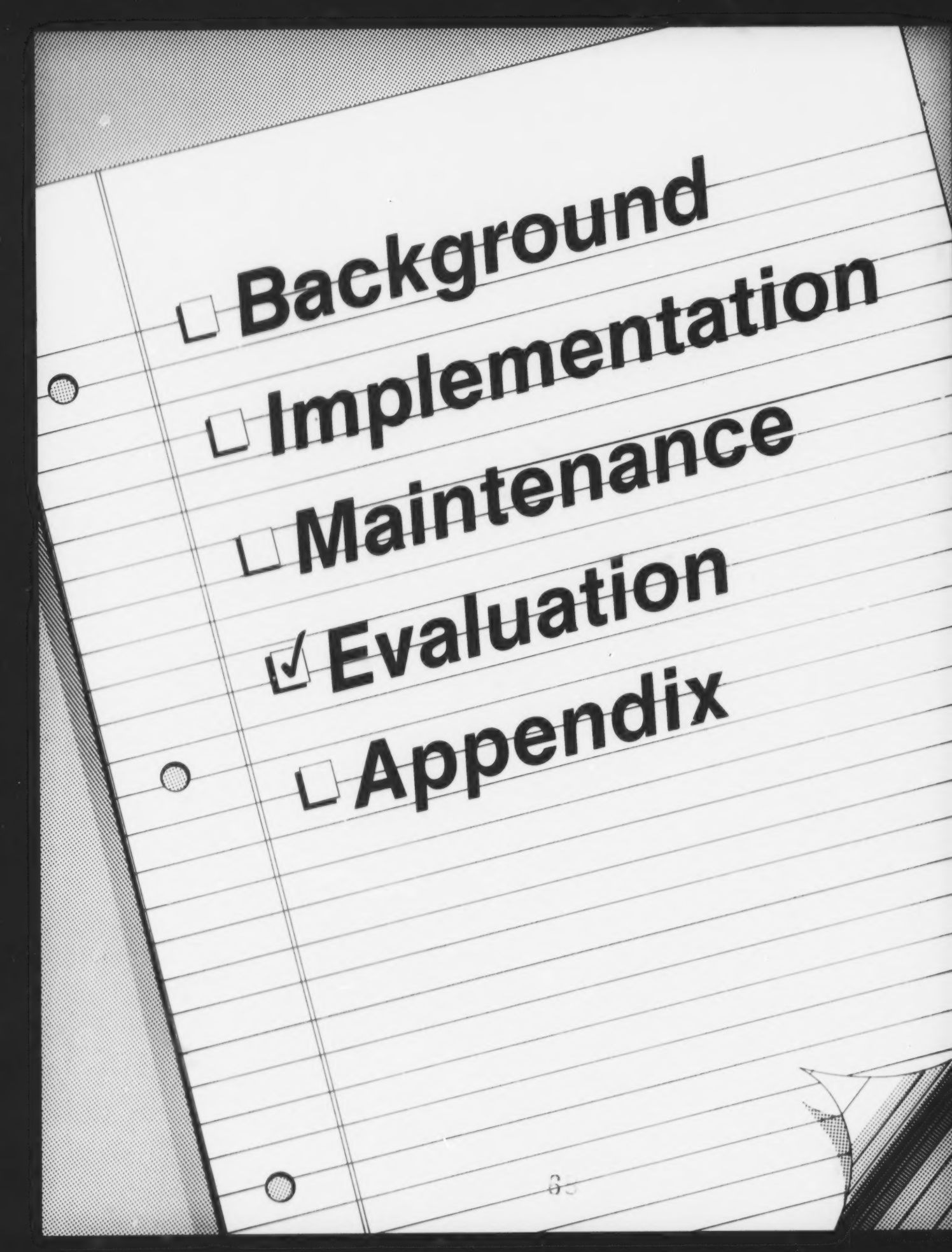
Objectives	Agenda	Suggested Time (in minutes)	Materials and Equipment	Participants	Facilitators
To explain the purpose of the program and the plan for implementation	1. Welcome and Introductions	2	folders	Volunteers	Program Coordinator
	2. Review of History and Goals of the Program and the Program Sequence	5	schedule for program implementation		Principal
	3. Description of the Roles and Responsibilities of the Program Staff	3			
To present school information	4. Review of School Information, Procedures and Policies Relevant to Volunteering	10	school items, e.g., calendar, daily schedule, school handbook		
To inform volunteers of the guidelines for their involvement	5. Explanation of the Guidelines for Volunteers	10	handout: "Guidelines for Volunteers"		
To make volunteers aware of adolescent developmental needs and characteristics (secondary schools only)	6. Overview of Adolescent Developmental Needs and Characteristics (secondary schools only)	10	handout: "Developmental Tasks for the Adolescent"		
To respond to questions and concerns	7. Discussion of Questions and Concerns	10			
To obtain data on the volunteers' background and expectations about volunteering	8. Completion of Entry Questionnaires	20	questionnaires		
To develop a feeling of comfort among the volunteers					

Chart 10

ORIENTATION AND TRAINING SESSION III FOR NEW VOLUNTEERS AND TEACHERS

Total Time: 1¼ hours

Objectives	Agenda	Suggested Time (in minutes)	Materials and Equipment	Participants	Facilitator
To acquaint volunteers and teachers with each other	1. Welcome and Explanation of the Purpose of the Session	5		Volunteers Teachers	Program Coordinator
	2. Introduction of Volunteers and Teachers	10			
To identify volunteers' experiences, skills and interests	3. Identification of Volunteers' Backgrounds and Experience	5	chalk board, chalk		
To develop ideas for volunteer activities	4. Summary of Possible Volunteer Activities	10	handout: "Classroom Activities"		
To familiarize volunteers with each teacher's curriculum and the characteristics of the students	5. Presentation of the Curriculum and Characteristics of the Students and the Classrooms	15			
	6. Explanation of Effective Volunteer-Student Interaction	15	handout: "Effective Ways to Work with Students"		
	7. Discussion of Questions and Concerns	5			
	8. Establishment of Volunteer-Teacher Teams and Schedules	5			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EVALUATION

INTRODUCTION

Evaluation of the Senior Citizen School Volunteer Program (SCSVP) is conducted annually as an integral component in the operation of the program. This on-going evaluation reports on the program development and its impact on the participants in the SCSVP. The following information describes the objectives, types of information collected and the procedure involved in the evaluation process of the SCSVP.

OBJECTIVES

- To assess the degree to which the program's goals and objectives are being realized
- To identify the strengths and weaknesses of the program
- To measure the effectiveness of the program
- To assess the impact of the program
- To gain school and community support for the program
- To help plan future program activities and direction
- To develop credibility for the program
- To secure funding for the program
- To develop a profile of the participants in the program
- To generate recommendations for improving the program
- To acquire program information for dissemination

TYPES OF INFORMATION

The evaluation of the program involves the gathering of the following demographic data and data about the program activities and the program's impact.

DEMOGRAPHICS

Demographic data describe the program participants. It includes the following information about the volunteers and teachers.

Volunteers: age, sex, work experience, educational background, health status, experiences with younger people, motivations for volunteering, expectations, concerns and areas of interest

Teachers: subject(s) and grade level(s) taught, experiences with classroom support persons, motivations for participating, expectations, possible roles for volunteers, concerns and degree of contact with older people

PROGRAM ACTIVITIES

Data about the activities describe the program implementation. It includes information about the following items:

- Volunteer activities
- Educational materials used by the volunteers
- Planning procedures for developing volunteers' activities
- Types of students and sizes of groups with which volunteers worked
- Frequency of volunteer involvement
- Concerns or problems encountered
- Recommendations for improving the program
- Interest in participating in the program in the next year.

IMPACT

Impact data describe the effect of the program on the participants. It includes information about the following items:

VOLUNTEERS

- Self esteem
- Physical health
- Mental health
- Social life
- Satisfaction with life
- Openess to new ideas
- Interest in students' education
- Energy level
- Involvement in the community
- Knowledge and skills
- New friendships
- Attitude toward public schools

TEACHERS

- Time to work with individual students
- Time to work with small groups of students
- Time to work with large groups of students
- Time to work with the whole class

- Time to plan classroom activities
- Insight into student behavior
- Classroom curriculum
- Attitude toward aging
- Attitude toward older people

STUDENTS

- Self esteem
- Academic growth
- Social growth
- Life skills
- Interest in what happens around them
- Understanding of aging
- Caring for others

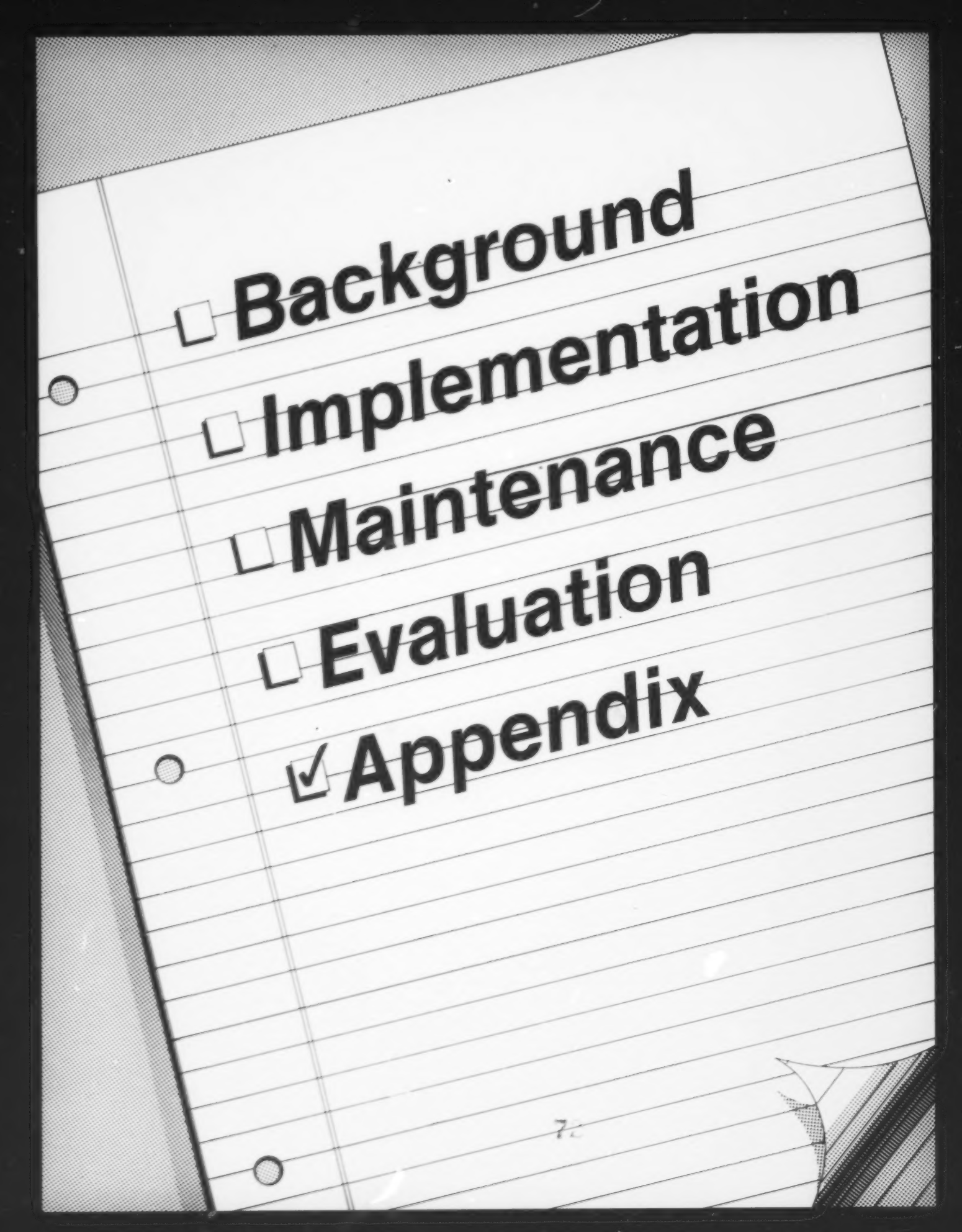
PROCEDURES

Entry and year end questionnaires have been designed for volunteers and teachers to collect the information described above. Each volunteer and teacher is asked to complete an entry questionnaire when they first become involved in the program. At the end of each school year, all participating volunteers and teachers are asked to complete a year end questionnaire. The entry questionnaires provide demographic data about the participants and the year end questionnaires generate data which describe the program activities and the impact of the program. A sample of the teacher volunteer entry and year end questionnaires are included in the appendix.

DISSEMINATION

In order to foster and support the development of intergenerational programs in schools, it is helpful to make the results of a program evaluation available to a variety of individuals and groups. In some cases, an evaluation may be required by the school district or a funding agency to justify their support of the program. An evaluation may also be shared with other people who are involved in similar programs or who are interested in developing one. The following are examples of Generations Together dissemination activities.

- Grant reports
- Annual evaluation report to participating schools
- School board and administrative presentations
- Articles in professional journals
- Conference presentations
- Correspondence with other programs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ROLE PLAY

MS. NEEDY: (Looks at Ms. Icare.) Come in, come in! Of course you can help. You're a darling. Will you go help George, Susan and Jack with their reading? I've got to work with the other children. (She turns away, busy with what she's doing.)

MS. ICARE: (Goes to group of three imaginary children.) Hello children, my name is Ms. Icare. Now just where are your reading books? (Says to first child) You're not reading, you're working on spelling? (To second child) You're not spelling, you're working on English? (To third child) You're not working on English, you're doing math? Oh. Well, if I can just find some paper and the right books . . . and a pencil . . . maybe I can help each of you. Now let's see. What IS a soft sound? Oh, dear! Oh, yes . . . well . . . let's see if there's a place where we can look that up. (Hunts for books.) Now, now. I don't think we should put that chair on top of the table. Not on his head, either, honey. Boys, boys! Don't poke each other! Here, children, let's all do spelling. We'll try these words. Homonym? What's a homonym? That's a good question. (Laughs somewhat desperately.) Oh dear, its getting hot in here. I think I'll open the windows. (Does so.) There now,—Oh, the children are gone! Well, here's a group. Maybe I can help them. Do you have any questions that I can help you with? No? Well, in that case maybe I'll just go and close the windows. (She looks bewildered, harried and dejected.)

MS. NEEDY: Oh, Ms. Icare, it's recess time now. I have to talk to another teacher about our joint science project, but do please come back again. You were so great. I'm so happy to have had you here today to help me and I know the children appreciated it, too.

WORKING EFFECTIVELY WITH VOLUNTEERS

Consider the following:

A. Understand the volunteer's background

1. Become familiar with the volunteer's previous experience and educational background.
2. Become familiar with the extent of the volunteer's knowledge of the community.
3. Be aware that school is a new environment in the volunteer's current experience.
4. The volunteer may be hesitant to ask questions and/or raise concerns.
5. Be aware that a primary motivation for volunteering is an interest in young people and their education.
6. Accept the volunteer's non-judgmental attitude and the lack of a hidden agenda.

B. Provide for the volunteer's environmental comforts

1. Verify that the volunteer is aware of the location of necessary rooms in the building.
2. Provide the volunteer with information related to the daily schedule and the school year calendar.
3. Provide space for the volunteer to put personal belongings, e.g., coat, purse.
4. Inform the volunteer of where she/he may eat lunch.
5. Provide a space for the volunteer to take a break.
6. Provide a space for the volunteer in the classroom.
7. Establish a procedure for the volunteer to inform the teacher if she/he is not able to volunteer at a scheduled time.
8. Decide whether the volunteer is to come when there is a substitute teacher and inform the volunteer of this decision.
9. Plan ahead and inform volunteer of any schedule changes due to, e.g., testing. (Always explain purpose for change.)
10. Exchange phone numbers with the volunteer.
11. Inform the volunteer of the fire drill procedure.

C. Involving the volunteer in the classroom

1. Plan for appropriate introduction of the volunteer to the students.
2. Inform the volunteer of the total classroom curriculum.
3. Provide a consistent time to plan and prepare activities for the volunteer.
4. Clearly define the tasks the volunteer is to do and provide a variety of activities.
5. Provide a consistent time to discuss the volunteer's involvement, share experiences, respond to concerns and give feedback.
6. Provide direct support to the volunteer in the students' presence.
7. Let the volunteer know you recognize her/his contribution.
8. Note areas in which the volunteer needs to develop in order to be more effective in the classroom and provide this input when workshops are being planned.

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GUIDELINES FOR VOLUNTEERS

1. Volunteer a minimum of one morning or one afternoon per week during the school year.
2. Come regularly at your scheduled time and sign-in at the office.
3. Pre-arrange any schedule changes with the teacher whenever possible, e.g., a vacation.
4. Call the office in the morning when the school opens if there should be an emergency and you are not able to volunteer.
5. Listen to the radio to check for possible school district delays and closings due to poor weather conditions during the winter.
6. Become familiar with and respect the classroom procedures, curriculum and approaches to discipline.
7. Honor the need for confidentiality as you become a part of the school.
8. Speak freely with the teacher about concerns, problems or questions.

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DEVELOPMENTAL TASKS FOR THE ADOLESCENT

1. Achieve a sense of independence from parents.
2. Acquire the social skills required of a young adult.
3. Achieve a sense of oneself as a worthwhile person.
4. Develop the necessary academic and vocational skills.
5. Adjust to a rapidly changing physique and sexual development.
6. Achieve an internalized set of guiding norms and values.

EXAMPLES OF ELEMENTARY CLASSROOM ACTIVITIES FOR VOLUNTEERS

ACADEMIC

Language Arts
- Read a story and listen to students read.
- Help students develop their writing skills.
- Review spelling words.

Math
- Play an educational math game.
- Help students prepare for math tests.
- Use flash cards to review math facts.

Social Studies
- Collect new clippings to stimulate classroom discussion.
- Tell about local historical events.
- Participate in discussions about current events.

Science
- Assist with the use of laboratory equipment.
- Plant flower seeds.
- Review vocabulary words.

Special Subjects
- Assist in art, music, gym, library, home economics, industrial arts or special education classes.

SOCIAL

- Have conversations with students and listen to them.
- Provide friendship and companionship.
- Provide love and encouragement.
- Help to create a supportive environment.
- Help students to gain an understanding of the aging process.

ENRICHMENT – (All the following may be related to academic subjects)

- Introduce a craft, skill or hobby.
- Share collections, travel pictures and artifacts.
- Prepare a favorite recipe.
- Relate and share childhood recollections and stories that illustrate local history, ethnicity and culture.
- Plan field trips to community and business sites.
- Tell about job experiences.

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EXAMPLES OF SECONDARY CLASSROOM ACTIVITIES FOR VOLUNTEERS

ACADEMIC

English/ Language Arts	– Review corrected themes with students.
	– Assist with vocabulary words, grammar skills and library research.
	– Tutor individual students in reading.
Math	– Help students prepare for math tests.
	– Assist students in applying computer skill.
	– Demonstrate the application of math through the use the stock market or financial page in the newspaper.
Social Studies/ World Cultures	– Share travel experiences with students.
	– Participate in discussions about current events.
	– Tell about local historical events.
Science	– Assist with the use of laboratory equipment.
	– Help students in the area of horticulture.
	– Review vocabulary words and scientific facts with students.
Special Subjects	– Assist in art, music, gym, library, home economics, languages, industrial arts or special education classes.

SOCIAL

- Have conversations with students and listen to them.
- Provide friendship and companionship.
- Provide love and encouragement.
- Help to create a supportive environment.
- Help students to gain an understanding of the aging process.

ENRICHMENT (All the following may be related to academic subjects)

- Introduce a craft, skill or hobby.
- Share collection, travel pictures and artifacts.
- Prepare a favorite recipe.
- Relate and share childhood recollections and stories that illustrate local history, ethnicity and culture.
- Plan field trips to community and business sites.
- Tell about job experiences.

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CLASSROOM OBSERVATIONS

Some Things to Notice While You Observe

1. What are the students doing?
2. Are they working together as a whole class, in small groups or individually?
3. What kinds of materials are they using?
4. Are they interacting with each other as they work, or is this a quiet time?
5. What is the teacher doing?
6. Is she/he working with the whole class, a small group or individuals?
7. How is the room arranged?
8. Do you see any materials or equipment you would like to look at more closely?
9. If you talked with some of the students, what did they say to you?
10. What are some of the similarities and differences in the characteristics of the students in the classroom you visited?

Some Ways of Observing

The way in which you observe will depend on what the class is doing and what the teacher feels is appropriate at the time. She/he will let you know what to do when you come into the room. You may be able to observe in more than one way as class activities change.

1. Watch the class from one location, usually seated.
2. Go from group to group and watch what each group is doing.
3. Move among the individual students as they work.
4. Communicate to the groups or individuals about what they are doing. Students enjoy visitors.
5. Relate to the students about their work.
6. If the teacher is available, talk to her or him about what you are seeing. Feel free to ask questions.
7. Note your questions, observations and concerns to discuss at the next Orientation and Training Workshop.

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EFFECTIVE WAYS TO WORK WITH STUDENTS

1. **Be warm and friendly.**
   Learn the students' names. Show interest in what they do and tell you—you are a very important listener!
2. **Encourage students to be independent.**
   Give students plenty of time to respond on their own.
3. **Admit when you don't know an answer.**
   We can't know everything all the time! Feel free to ask the students or teacher for help whenever you need it.
4. **Be positive with students.**
   Use tact and positive comments. Seek something worthy of a compliment, especially when a student is having difficulty.
5. **Accept a student just as he or she is.**
   You are not responsible for evaluating a student's abilities, progress or behavior. Be as non-judgmental as possible.
6. **Let students "talk out" problems.**
   If a student is upset, you need not solve the problem, however, by listening and talking you let the student know you care.
7. **Support and respect the existing classroom structure.**
   Be consistent with the teacher's rules for classroom behavior, schedule and overall atmosphere.
8. **Honor confidentiality.**
   Regard information as confidential that might be revealed to you about a student by the student or teacher.
9. **Keep your commitment.**
   Students look forward to your coming. If you know you will be gone, tell them in advance. Keep your promises—students never forget!
10. **Maintain a sense of humor!**

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PLACEMENT FORM – TEACHERS

Name _____ Date _____

1. How often would you like a volunteer per week?

Number	
_____	Mornings
_____	Afternoons
_____	Full Days

2. Please check what days and times are possible for a volunteer to work with you. Please star any times you prefer, if you have a preference.

Days	AM	PM
_____ Monday	_____	_____
_____ Tuesday	_____	_____
_____ Wednesday	_____	_____
_____ Thursday	_____	_____
_____ Friday	_____	_____

3. Please check if you would be willing to work with any volunteer. _____

4. Please check the volunteer(s) with whom you would like to work. Please star a preference, if any.

_____	_____
_____	_____
_____	_____
_____	_____

PLACEMENT FORM – VOLUNTEERS

Name _____ Date _____

1. How often would you like to volunteer each week?

Number	
_____	Mornings
_____	Afternoons
_____	Full Days

2. Please check the times you have available. Please star any times you prefer,if you have a preference.

Days	AM	PM
_____ Monday	_____	_____
_____ Tuesday	_____	_____
_____ Wednesday	_____	_____
_____ Thursday	_____	_____
_____ Friday	_____	_____

3. Please check if you would be willing to volunteer any place you are needed. _____

4. Please check the teacher(s) with whom you would be interested in volunteering. Please star a *strong preference* (if any).

Subjects	Teachers
_____ Kindergarten	_____
_____ Third Grade	_____
_____ Fifth Grade	_____
_____ Science	_____
_____ Reading	_____
_____ Library	_____

5. If you have any grandchildren attending the school, please indicate his or her grade. _____

SENIOR CITIZEN SCHOOL VOLUNTEER PROGRAM

Entry Questionnaire

Teachers

1. Name _____ 2. Today's Date _____

3. School _____ 4. School District _____

5. What grade(s) do you currently teach? _____

6. What subject(s) do you currently teach? _____

_____ I teach all subjects.

7. What types of classroom assistants have you worked with? (Check all that apply.)

   a. _____ None: I've never used an assistant in my class before

   b. _____ Parents

   c. _____ Teacher Aides

   d. _____ Student Teachers

   e. _____ Community Volunteers

   f. _____ Other (please specify) _____

8. (a) Have you ever worked as a volunteer?

   (1) _____ Yes (2) _____ No

   (b) If yes, please specify _____

9. Which senior citizens do you have contact with? (Check all that apply.)

   a. _____ Your parents

   b. _____ Relatives other than your mother or father

   c. _____ Neighbors

   d. _____ Friends

   e. _____ Club Members

   f. _____ I seldom interact with senior citizens

10. In an average month, how much do you interact with senior citizens?

    a. _____ Daily b. _____ Weekly c. _____ Occasionally

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11. In what school/classroom activities would you like to involve a senior citizen?

a. Content
(1) _____ cognitive skills
(2) _____ social skills
(3) _____ enrichment activities
(4) _____ life skills

b. Procedures
(1) _____ individual students
(2) _____ small groups
(3) _____ entire class

12. Please indicate the extent to which you believe the students in your class(es) may gain in each of the following areas as a result of the volunteer(s) being in your classroom.

	A Great Deal	Somewhat	Not At All	Don't Know
A. Self-esteem				
B. Academic Growth (improvement in reading, writing, etc.)				
C. Social Growth (sense of a responsibility, improved behavior)				
D. Life skills (decision making, self management, self-care)				
E. Interest in what happens around them				
F. Understanding of aging				
G. Positive behavior toward others				
H. Positive attitude toward older persons				

13. Please indicate how the volunteer's(s') presence and personal characteristics may contribute to the following:

	A Great Deal	Somewhat	Not At All	Don't Know
A. Aggressive student behavior				
B. Student motivated to learn				
C. Positive student behavior				
D. Cooperative student behavior				
E. Students relaxed/contented				
F. Teacher time to work with individual students				

G. Teacher time to work with small student groups				
H. Teacher time to work with large student groups				
I. Teacher time to work with whole class				
J. Teacher time to plan classroom activities				
K. Teacher insight into student behavior				
L. Other, please specify				

14. What ideas do you have for developing community support for the program (e.g., financial, publicity, recruitment, etc.)?

15. How do you think the senior citizen volunteers themselves will be affected by their participation as a school volunteer?

16. Do you have any concerns in the following areas?

	A Great Deal	Somewhat	Not At All	Don't Know
A. Volunteer's(s') ability to carry out their classroom activities				
B. Communication between the volunteer(s) and you				
C. Students' responsiveness to the volunteers				
D. Time to plan activities				
E. Volunteer's(s') health				
F. Volunteer's(s') attendance				
G. Other				

17. In what other ways would you like to involve the volunteer in your classroom?

18. What particular skills may help the volunteer carry out the tasks in which he or she will be involved?

19. What information would you like about the volunteers?

20. What information would you like the volunteers to know about you/and or your classroom?

Thank you.

SENIOR CITIZEN SCHOOL VOLUNTEER PROGRAM

Entry Questionnaire

Volunteers

1. Name _____

2. School _____ 3. School District _____

4. Home Address _____

5. Home Phone Number _____

6. (1) Who would you like to be contacted in case of an emergency?

_____

(2) Their relationship to you _____

(3) Their phone number _____

(4) Their address _____

7. Age (Please check one): (1) _____ 50 - 54 years
(2) _____ 55 - 59 years
(3) _____ 60 - 64 years
(4) _____ 65 - 69 years
(5) _____ 70 - 75 years
(6) _____ 76 - 80 years
(7) _____ + 80 years

8. Sex: (1) Female _____ (2) Male _____

9. Race: (1) white _____ (2) black _____ (3) hispanic _____ (4) oriental _____
(5) other _____ (please specify): _____

10. Marital Status (Please check one):

(1) _____ single (never married) (2) _____ married (3) _____ divorced
(4) _____ separated (5) _____ widowed

11. Do you now live (Please check all that apply):

(1) _____ alone
(2) _____ with your spouse
(3) _____ with a friend
(4) _____ with a brother/sister
(5) _____ with your parent(s)
(6) _____ with your child or children
(7) _____ with your grandchildren

12. (a) Do you have any children? (1) _____ Yes (2) _____ No

(b) Do you have any grandchildren? (1) _____ Yes (2) _____ No

(c) Do you have any great-grand children? (1) _____ Yes (2) _____ No

13. How would you best describe your physical health at present? (Please check the one that best applies to you.)

(1) _____ Excellent: I have no particular problems.

(2) _____ Good: I have a few minor problems but I generally feel good.

(3) _____ Fair: I have some health problems that limit my activity.

(4) _____ Poor: I have frequent problems with my health that greatly limit my activity.

14. (a) What was the highest level of formal education you completed? (Please check one.)

(1) _____ some elementary school
(2) _____ elementary school
(3) _____ some high school
(4) _____ high school
(5) _____ some college
(6) _____ 2 year college
(7) _____ 4 year college
(8) _____ graduate or professional school

(b) What other educational experiences have you had?

(1) _____ technical school
(2) _____ adult education
(3) _____ other (please specify)
(4) _____ technical school and adult education
(5) _____ technical school, adult education, and other
(6) _____ none

_____

15. (a) Are you currently employed? (1) _____ Yes (2) _____ No

(b) If yes, is it: (1) _____ full time (2) _____ part time

(c) What is your occupation? _____

16. (a) Have you ever been employed? (1) _____ Yes (2) _____ No

(b) If yes, please list up to three of the longest job experiences you have had:

Employer	Type of Work	# of years

17. What experience have you had with school age children, other than your own (e.g., leading a scout troop, teaching, babysitting, etc)?

_____

18. (a) Have you ever worked as a volunteer? (1) _____ Yes (2) _____ No

(b) Please give examples of the kind of volunteer work you have done.

_____

_____

19. Please explain why you decided to become a school volunteer?

_____

_____

20. (a) Do you have any interests, skills, hobbies or experiences which you would like to share as a school volunteer?

(1) _____ Yes (2) _____ No

(b) If yes, please give some examples: _____

_____

21. What kind of work do you expect to do as a school volunteer? _____

_____

_____

22. Please indicate the extent to which you believe you might gain in each of the following areas as a result of your volunteer experiences.

	A Great Deal	Somewhat	Not At All	Don't Know
A. Feelings about yourself	_____	_____	_____	_____
B. Physical health	_____	_____	_____	_____
C. Mental health	_____	_____	_____	_____
D. Social life	_____	_____	_____	_____
E. Satisfaction with life	_____	_____	_____	_____
F. Openness to new ideas	_____	_____	_____	_____
G. Interest in children's education	_____	_____	_____	_____
H. Energy level	_____	_____	_____	_____
I. Involvement in the community	_____	_____	_____	_____
J. Knowledge and skills	_____	_____	_____	_____
K. Other	_____	_____	_____	_____

23. Do you have any concern in the following areas?

	(1) Yes	(2) No	Please Explain
a. Your ability to carry out classroom activities	_____	_____	_____
b. Your communication with the teacher	_____	_____	_____
c. Students' responsiveness to you	_____	_____	_____
d. Transportation	_____	_____	_____
e. Your health	_____	_____	_____
f. Your attendance	_____	_____	_____
g. School environment	_____	_____	_____
h. Inclement weather	_____	_____	_____
i. Other _____	_____	_____	_____

24. How did you first hear about this program?

a. _____ friend
b. _____ family member
c. _____ meeting at church or synagogue
d. _____ poster
e. _____ presentation at organization
(specify) _____
f. _____ Open House/Introductory Session
g. _____ letter to parents
h. _____ radio, station _____
i. _____ TV, station _____
j. _____ newspaper
k. _____ church or synagogue bulletin
l. _____ brochures
m. _____ other (please specify)
_____

25. At this point, can you suggest anyone else who might be interested in becoming a school volunteer?

(1) _____ Yes (2) _____ No

Please list their name, address and phone number.

Name _____ Phone _____

Address _____

Thank you.

SENIOR CITIZEN SCHOOL VOLUNTEER PROGRAM
Teacher Year End Questionnaire
Spring 1984-85

Now that you are approaching the completion of your participation in the SCSVP for the 1984-85 academic year, we would appreciate a few minutes of your time to complete the following questions. We are very interested in your opinion and observations about this program.

The information you supply will help us to identify the strengths of the program and determine areas in need of improvement.

Please be sure to return this questionnaire to the school liaison or principal.

If you have worked with more than one volunteer during the school year, please answer the applicable questions by representing each volunteer with a different letter (e.g., A, B, C, etc.) in the appropriate space.

Thank you for your time in completing this questionnaire.

1. Name _____

2. School _____

3. A. Grade level(s) and/or subject(s) taught _____

   B. If you worked in special education, with what types of students did you work? Check all that apply.

   (1) _____ Educable Mentally Handicapped
   (2) _____ Trainable Mentally Handicapped
   (3) _____ Severely and Profoundly Mentally Handicapped
   (4) _____ Multiply Handicapped
   (5) _____ Physically Handicapped
   (6) _____ Learning and Adjustment Program
   (7) _____ Learning Disabled

4. How many volunteers did you work with in your classroom this year? _____

5. Please indicate the average number of hours per week you had a volunteer in your classroom.

_____

6. A. Place a check before the subject area in which your volunteer(s) participated. Please check all that apply.

   B. Place a check after the subject area in which you believe students demonstrated growth as a result of the volunteer participation. Please check all that apply.

(1) ___ Math ___
(2) ___ Art ___
(3) ___ Handwriting ___
(4) ___ Home Economics ___
(5) ___ Industrial Arts ___
(6) ___ Typing ___
(7) ___ Business ___
(8) ___ Social Studies ___
(9) ___ Grammar/English Language ___
(10) ___ Creative Writing ___
(11) ___ Science ___
(12) ___ Reading ___
(13) ___ Music ___
(14) ___ Spelling ___
(15) ___ Physical Education ___
(16) ___ Library ___
(17) ___ Communication Skills ___
(18) ___ Self Care ___
(19) ___ Other, please specify:

_____

_____

7. A. Place a check in front of the materials which the volunteer(s) used with students. Please check all that apply.

   B. Place a check after the materials which you believe were most helpful. Please check all that apply.

(1) ___ Workbooks/Ditto sheets ___
(2) ___ Flash cards ___
(3) ___ Curriculum kits ___
(4) ___ Audio-Visual aids ___
(5) ___ Industrials Arts equipment ___
(6) ___ Science materials ___
(7) ___ Typewriters ___
(8) ___ Commercial & Business
(9) ___ Educational games ___
(10) ___ Text books ___
(11) ___ Arts & Crafts materials ___
(12) ___ Home Economics materials ___
(13) ___ Computers ___
(14) ___ Volunteer/Teacher made materials ___
(15) ___ Manipulatives/Communication Boards ___
(16) ___ Other (Please specify):

materials ___ _____

_____

8. With which of the following groupings did the volunteer(s) work?

(1) _____ Individual students
(2) _____ Small groups of students
(3) _____ Large groups of students
(4) _____ Whole class

9. With which of the following types of students did the volunteer work?

   (1) _____ above average students

   (2) _____ average students

   (3) _____ below average students

10. A. Which of the following skills, experiences or hobbies did the volunteer(s) share with students? Please check all that apply.

   (1) _____ Arts – Please specify _____

   (2) _____ Sports – Please specify _____

   (3) _____ Handicrafts – Please specify _____

   (4) _____ Travel experiences – Please specify _____

   (5) _____ Work experiences – Please specify _____

   (6) _____ Other – Please specify _____

   B. Have the skills, experiences or hobbies shared by the volunteer(s) enhanced the classroom curriculum?

   (1) _____ Yes (2) _____ No (3) _____ Not Sure

11. Please indicate the extent to which you believe the students in your class(es) gained in each of the following areas as a result of the volunteer(s) being in your classroom.

		A Great Deal	Somewhat	Not At All	Don't Know
A.	Self-esteem				
B.	Academic growth (improvement in reading, writing, etc.)				
C.	Social growth (sense of responsibility, improved behavior)				
D.	Life skills (decision making, self management, self-care)				
E.	Interest in what happens around them				
F.	Understanding of aging				
G.	Positive behavior toward others				
H.	Positive attitudes toward older persons				

12. Please indicate how the volunteer's(s') presence and personal characteristics contributed to the following:

		More Common	No Change	Less Common	Don't Know
A.	Aggressive student behavior				
B.	Students motivated to learn				
C.	Positive student behavior				
D.	Cooperative student behavior				
E.	Students relaxed/contented				
F.	Teacher time to work with individual students				
G.	Teacher time to work with small student groups				
H.	Teacher time to work with large student groups				
I.	Teacher time to work with whole class				
J.	Teacher time to plan classroom activities				
K.	Teacher insight into student behavior				

13. Has the volunteer's(s') presence and personal characteristics contributed to the quality of your classroom environment?

(1) _____ Yes (2) _____ No (3) _____ Not sure

14. Did the participating volunteer(s) in your classroom give you any further insight into the behavior of students in your classroom?

(1) _____ Yes (2) _____ No (3) _____ Not sure

If 'Yes,' what? _____

_____

_____

15. Please indicate the extent to which the following were problems:

	A Great Deal	Somewhat	Not At All	Don't Know
A. Communication between the volunteer(s) and you	_____	_____	_____	_____
B. The volunteer's(s') attendance	_____	_____	_____	_____
C. Students' responsiveness to the volunteer(s)	_____	_____	_____	_____
D. Volunteer's(s') ability to get along with students	_____	_____	_____	_____
E. Time to plan activities	_____	_____	_____	_____
F. Volunteer's(s') ability to carry out their classroom role	_____	_____	_____	_____

16. How did the students react to:

A. Working with the senior citizen volunteer(s)?

(1) _____ Positively (2) _____ Don't Know (3) _____ Negatively

B. The absence of the senior citizen volunteer(s) on a scheduled day?

(1) _____ Students were concerned or disappointed

(2) _____ No reaction

(3) _____ Volunteer was hardly or never absent

17. What changes have you generally observed in the relationships between the volunteer(s) and the students over the school year?

_____

_____

_____

18. In your opinion, how could the Senior Citizen School Volunteer Program in your school be improved?

_____

_____

_____

19. A. How has your participation in this program affected your own attitude toward aging?

(1) _____ More Positively (2) _____ No Change (3) _____ More Negatively

B. If you have checked "No Change" is it because:

(1) _____ You always had a positive attitude toward aging and it continues to be the same

(2) _____ You always had a negative attitude toward aging and it continues to be the same

20. A. How has your participation in this program affected your own attitude toward older people?

(1) _____ More Positively (2) _____ No Change (3) _____ More Negatively

B. If you have checked "No Change" is it because:

(1) _____ You always had a positive attitude toward older people and it continues to be the same

(2) _____ You always had a negative attitude toward older people and it continues to be the same

21. What is your overall rating of the program?

(1) _____ Excellent (2) _____ Good (3) _____ Fair (4) _____ Poor

22. Would you like to participate in the program next year?

(1) _____ Yes (2) _____ No (3) _____ Not Sure

23. If you have any additional comments on the program, the volunteer(s) you worked with, etc., please indicate.

_____

_____

_____

_____

Thank you.

SENIOR CITIZEN SCHOOL VOLUNTEER PROGRAM
Volunteer Year End Questionnaire
Spring, 1985

Now that you are approaching the completion of your participation in the Senior Citizen School Volunteer Program for the 1984-85 academic year, we would appreciate a few minutes of your time to complete the following questions. We are very interested in your frank opinions and observations about this program and the ways in which you worked with the teachers and students.

The purpose of this is to help us to identify the strengths of the program and determine areas in need of improvement.

Thank you for your time in completing this questionnaire. Please be sure to return it to your school liaison or principal.

1. Name _____

2. School _____

3. Please indicate the average number of hours per week that you volunteered. _____

4. How many teachers did you work with this year? _____

5. A. With which grades have you worked as a volunteer? Please check all that apply:

   _____ K - 3rd _____ 4th - 5th _____ 6th - 8th _____ 9th - 12th

   B. If you worked in special education, with what types of students did you work? Check all that apply.

   (1) _____ Educable Mentally Handicapped
   (2) _____ Trainable Mentally Handicapped
   (3) _____ Severely and Profoundly Mentally Handicapped
   (4) _____ Multiply Handicapped
   (5) _____ Physically Handicapped
   (6) _____ Learning and Adjustment Program
   (7) _____ Learning Disabled

6. Which of the following roles did you assume as a volunteer?

   (1) _____ Tutoring
   (2) _____ Helping to develop curriculum
   (3) _____ Providing enrichment
   (4) _____ Clerical support
   (5) _____ Assisting students with special projects
   (6) _____ Assisting with extra-curricular activities
   (7) _____ Other, please explain _____

7. In which of these areas have you participated? Please check all that apply.

(1) _____ Math
(2) _____ Art
(3) _____ Handwriting
(4) _____ Home Economics
(5) _____ Industrial Arts
(6) _____ Typing
(7) _____ Social Studies
(8) _____ Grammar/English Language
(9) _____ Creative Writing
(10) _____ Science
(11) _____ Self Care
(12) _____ Communication Skills (including Signing)
(13) _____ Reading
(14) _____ Music
(15) _____ Spelling
(16) _____ Physical Education
(17) _____ Library
(18) _____ Business
(19) _____ Other (Please Specify)

_____

8. Which of the following have you used with students? Please check all that apply.

(1) _____ Workbooks/Ditto sheets
(2) _____ Flash cards
(3) _____ Curriculum kits
(4) _____ Audio-Visual aids
(5) _____ Industrial arts equipment
(6) _____ Science materials
(7) _____ Typewriters
(8) _____ Commercial and Business
(9) _____ Educational games
(10) _____ Text books
(11) _____ Arts and crafts materials
(12) _____ Home economics materials
(13) _____ Computers
(14) _____ Volunteer/Teacher made materials
(15) _____ Manipulatives/Communication board
(16) _____ Other (Please Specify)

_____

9. With which of the following student groupings have you worked? Please check all that apply.

(1) _____ individual students
(2) _____ small groups of students
(3) _____ large groups of students
(4) _____ whole class

10. With which of the following types of students did you work?

(1) _____ above average students
(2) _____ average students
(3) _____ below average students

11. Which of the following procedures were helpful to prepare you for volunteer work in the classroom? Check all that you think are appropriate.

(1) _____ Receiving a written plan for the day from the teacher

(2) _____ Discussing the activities beforehand with the teacher

(3) _____ Discussing the activities afterwards with the teacher

(4) _____ Taking work home

(5) _____ Attending workshops for volunteers and teachers

(6) _____ Attending meetings for volunteers

12. Which of the following skills, experiences, or hobbies have you shared with students? Please check all that apply.

(1) _____ Arts (e.g., music, dance, drama, etc.) Please specify: _____

_____

(2) _____ Sports (Please specify) _____

(3) _____ Handicrafts (e.g., sewing, carpentry, carving, etc.) Please specify: _____

_____

(4) _____ Travel Experiences (Please specify) _____

(5) _____ Work Experiences (Please specify) _____

(6) _____ Other (Please specify) _____

13. Do you feel that there was adequate use of your interests, experiences, and skills?

(1) _____ Yes (2) _____ No (3) _____ Not Sure

Comments: _____

_____

_____

14. Do you feel there was adequate use of your time as a volunteer?

(1) _____ Yes (2) _____ No (3) _____ Not Sure

_____

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_____

15. Please indicate the extent to which you believe your volunteering has been helpful to the teacher in each of the following areas.

		A Great Deal	Somewhat	Not At All	Don't Know
A.	Relaxed classroom	_____	_____	_____	_____
B.	Understanding of aging	_____	_____	_____	_____
C.	Relationships with older people	_____	_____	_____	_____
D.	Time to devote to students	_____	_____	_____	_____
E.	Time to devote to planning	_____	_____	_____	_____
F.	Enriched curriculum	_____	_____	_____	_____
G.	Overall classroom management	_____	_____	_____	_____

16. Overall, to what extent did the teacher make you feel welcome in the classroom?

(1) ____ A great deal (2) ____ Somewhat (3) ____ Not at all (4) ____ Don't know

17. Please indicate the extent to which you believe the students you volunteered with gained in each of the following areas as a result of your involvement in the classroom.

		A Great Deal	Somewhat	Not At All	Don't Know
A.	Self esteem	_____	_____	_____	_____
B.	Academic growth (improvement in reading, writing, etc.)	_____	_____	_____	_____
C.	Social growth (sense of responsibility, improved behavior)	_____	_____	_____	_____
D.	Life skills (decision making, self management, self care)	_____	_____	_____	_____
E.	Interest in what happens around them	_____	_____	_____	_____
F.	Understanding of aging	_____	_____	_____	_____
G.	Positive behavior toward others (peers, elders)	_____	_____	_____	_____
H.	Positive attitudes toward older persons	_____	_____	_____	_____

18. Please indicate the extent to which you believe each of the following may have been a problem during your volunteer experiences.

	A Great Deal	Somewhat	Not At All	Don't Know
A. Your ablility to carry out classroom volunteer activities	_____	_____	_____	_____
B. Communication between you and the teacher(s)	_____	_____	_____	_____
C. Students' responsiveness to you	_____	_____	_____	_____
D. Your ability to get along with the students	_____	_____	_____	_____
E. Time to plan activities	_____	_____	_____	_____
F. Irregular student attendance	_____	_____	_____	_____
G. Transportation to and from school	_____	_____	_____	_____
H. Your health	_____	_____	_____	_____
I. Your attendance	_____	_____	_____	_____
J. The school environment	_____	_____	_____	_____
K. Inclement weather	_____	_____	_____	_____

19. Please indicate the extent to which you gained in each of the following areas as a result of your volunteer experiences.

	A Great Deal	Somewhat	Not At All	Don't Know
A. Self esteem	_____	_____	_____	_____
B. Physical health	_____	_____	_____	_____
C. Mental health	_____	_____	_____	_____
D. Social life	_____	_____	_____	_____
E. Satisfaction with life	_____	_____	_____	_____
F. Feeling of being needed	_____	_____	_____	_____
G. Openness to new ideas	_____	_____	_____	_____
H. Interest in children's education	_____	_____	_____	_____
I. Energy level	_____	_____	_____	_____
J. Involvement in the community	_____	_____	_____	_____
K. Knowledge and skills	_____	_____	_____	_____

20. What general impact did the volunteer experience have on you?

(1) _____ Very Positive (2) _____ Fairly Positive (3) _____ None

(4) _____ Fairly Negative (5) _____ Very Negative

21. How has your attitude toward the public schools changed as a result of your volunteer experience?

(1) _____ Greatly Improved (2) _____ Improved (3) _____ No Change

(4) _____ Worsened (5) _____ Greatly Worsened (6) _____ Don't Know

22. How has your attitude toward youth/children changed?

(1) _____ Greatly Improved (2) _____ Improved (3) _____ No Change

(4) _____ Worsened (5) _____ Greatly Worsened (6) _____ Don't Know

23. In your opinion, how can the organization of the Senior Citizen Volunteer Program in your school be improved?

_____

_____

24. What changes, if any, would you like to see made in the volunteer role for next year?

_____

_____

25. Overall, how would you rate the volunteer progam?

(1) _____ Excellent (2) _____ Good (3) _____ Fair

(4) _____ Poor (5) _____ Don't Know

26. Do you want to participate in the program next year?

(1) _____ Yes (2) _____ No (3) _____ Not sure

27. If you have any additional comments on the program, the school, the teacher(s) you worked with, the students you worked with, etc., please note them here. (Please continue on back, if more space is needed.)

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